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ABSTRACT

To assist North Carolina Outward Bound School instructors in their responsibilities of ensuring that each student is able to achieve safely the objectives of developing self-confidence, concern for others, and self-awareness when confronted by 21 to 28 days of challenging, shared experience involving service and adventure, this revised fourth edition of the instructor's handbook outlines policies and procedures. Material is organized into four sections covering Outward Bound history, philosophy, and objectives; instructional methods; procedural guidelines; and activities. Counseling techniques, listening skills, feedback ground rules, problem solving, group dynamics, and stages of group development are among the outlined instructional methods. Procedures described cover steps for safety; legal problems; emergency notification; search and rescue; instructor's checklists (medical examination forms, warehouse procedures, student mail, billing, phones; instructor reports; and public relations. Sequential, progressive instructional materials are presented for activities including bicycling, campcraft, caving, expeditions, orienteering, rock climbing, river crossing, and white water activities. (NEC)

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The Instructor's Handbook North Carolina Outward Bound School

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RC 013010

THE INSTRUCTOR'S HANDBOOK

NORTH CAROLINA OUTWARD BOUND SCHOOL

ACKNOWLEDGEMENTS

Originally conceived and written in 1973 by Dan Meyer, Arlene Ustin and Peter Bryant, the Instructor's Handbook of the North Carolina Outward Bound School has been revised and updated twice by George Sweazey, who, as Program Director and Associate Director, has been instrumental in developing high standards of excellence for the North Carolina Outward Bound School program and staff.

This fourth edition of the Handbook is the work of Phil and Clare Holmes, who, with the help of Mike Fischesser, John Logsdon and Dodie Maxted, have completely re-written the contents. Their professionalism and dedication to this task is gratefully acknowledged.

We are also indebted to the other Outward Bound Schools for the use of material from their Handbooks.

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To all the instructors who
have helped to educate us -
and
To all of the students
who helped to educate them -

INTRODUCTION

Words do not express ideas very well, particularly when one tries to define a learning process as multi-faceted and dynamic as OUTWARD BOUND. The timeless phrases of Kurt Hahn, wise man and founder of OUTWARD BOUND, set the tone, however, and remind us of our high calling: "To ensure the survival of these qualities in individuals; an enterprising curiosity; an undefeatable spirit; tenacity in pursuit; readiness for sensible self-denial; and, above all, compassion."

Implementing this tough-minded idealism, we "impel" (urge forward, incite to action) people into experiences which increase physical fitness, appreciation for others, care and skill, and self-reliance. And we rejoice in genuine expressions of personal growth and self-respect such as these:

> "I can never again be satisfied with just getting by."
>
> "At a time in our history when fences are going up to separate us, Outward Bound is a rare bridge that is bringing us together."
>
> "We are better than we know. If we can be made to see it, perhaps for the rest of our lives we will be unwilling to settle for less."

OUTWARD BOUND is a catalyst for personal growth and change, not a magic formula with uniform results. While we must be clear about our basic values and objectives, we steer clear of indoctrination and dogmatism. We design courses and seek to conduct ourselves in ways that cause our students to think, to act, to reflect and to accept responsibility. We do this with a keen sense of our own responsibility to provide just the right amount of support, guidance, and instruction to ensure that the learning process is healthy, safe, and respectful of individual differences.

This handbook, the collective labor of a number of dedicated folks who care deeply about this place and the quality of what happens here, is an indispensable tool for both old and new instructional staff. By itself, however, it is not enough. The key is the instructor who personally acquires and embodies a special blend of wisdom, skill, resilience, and stamina.

Highly skilled in the ways of the wilderness, the effective instructor at the NORTH CAROLINA OUTWARD BOUND SCHOOL cares deeply about people and is actively interested in both the power of the immediate learning that takes place in a course and in the larger social and spiritual implications of OUTWARD BOUND values. At best, the instructor demonstrates a craving for adventure, a zest for life, a love for the world, and a joy in meeting and overcoming adversity. The desire to serve others is the master motive - helping all kinds of people discover they can do so much more than they think they can. The ability to laugh at oneself, to retain composure under stress, to deal openly with conflict - these, too, are vitally important qualities.

The impact of OUTWARD BOUND may be even greater for staff than it is for students as the fun, fatigue, caring, and mutual support in the community of the School is shared over an extended period of time. As we search for "right relationships" with self, the environment, and the human family, NORTH CAROLINA OUTWARD BOUND offers meaning and satisfaction for all who work, play, lead, and serve together in this elemental setting of mountains, valleys, rocks, trees, underbrush, cliffs, streams, and rivers.

Let the spirit of Kurt Hahn's words be our touchstone:

Be tough, yet gentle;
Humble, but bold -
Swayed always by Beauty and Truth.

John Huie and Mike Fischesser
Director Program Director

CONTENTS

HISTORY, PHILOSOPHY AND OBJECTIVES (White)

Page

History and Philosophy of Outward Bound 1
- Kurt Hahn and the Origins of Outward Bound 1

Definitions 4
- Outward Bound 4
- Outward Bound Trust 4
- Outward Bound Inc. 4
- North Carolina Outward Bound School 4

National Standard Course Curriculum 5
Assumptions 7
Elements 8
Objectives and Measurement 8

METHODS (Gold)

The Outward Bound Process 10
Roles and Responsibilities of the Instructor 12
Instructor/Assistant Instructor Working Relationship 14
Skills Instruction Method 15
- Learning Principles 15
- 4 Step Method of Instruction 15

Counseling Techniques 16
Listening Skills 17
Feedback Ground Rules 18
Problem Solving 20
Thoughts on Group Dynamics 21
- Stages of Group Development 22

Delinquents 25

PROCEDURAL GUIDES (Blue) Page

Introduction to Procedural Guides 28
Statement of Principle Concerning Safety 29
A Few Words About Legal Problems 30
Emergency Procedures 31
- Notification 31
- Search 32
- Rescue - General (Policy) 32
  - Rock Climbing 33
- Crew Equipment List 34
- NCOBS Emergency Information Report Form 35
- Accident Emergency Procedures 37
- Office Procedures 38
- Fire Procedures for Base Camp 39
- Forest Fire Fighting 40
- Crew Equipment List 40
- Emergency Medication 41
Instructor's Checklist 42
- Medicals 42
- Warehouse Procedures 42
- Huts 43
- Student Mail 43
- Miscellaneous Billing 43
- Phones 43
- Duty 44
- Films 44
Staff Information 45
Drugs/Smoking/Alcohol 46
Early Departures 47
- In the Case of a Runaway 47
Motor Vehicle Travel 48
Instructor Reports 50
- Accident/Incident Report Form 50
- Course Questionnaire and Form 53
- Impression Statement 56
- Staff Evaluation and Form 57
- NCOBS Instructor's Course Critique 59
- Expedition Write-ups 60
- Course Director's Report 60
Public Relations 62
Pins and Certificates 63

ACTIVITIES (Buff)

Page

Introduction to Activities Section 64
Safety Guidelines for all Courses 65
Bicycling 66
Campcraft 73
Caving 78
Ecology 84
Expeditions 86
- Training 86
- Main 88
- Final 89
- Expedition Equipment 91
- Food 92
- Weather 93
- Lightning 94
First Aid 96
Individual and Group Discussions 107
Initiatives 111
Journals 114
Map and Compass 116
Marathon 123
Mountain Search and Rescue Practice 124
Orienteering 126
Readings 128
River Crossings 129
Rock Climbing 131
- Rocks I 132
- Rocks II 136
- Rocks III 136
- Rocks IV 138
Ropes Course 139
Run and Dip 142
Service 145
Solo 147
White Water Activities 150
Zip Wire 154

CONCLUSION 155

History, Philosophy and Objectives

☐ HISTORY AND PHILOSOPHY OF OUTWARD BOUND

KURT HAHN AND THE ORIGINS OF OUTWARD BOUND

Not all innovative educational ideas have survived for as long a period as those ideas put forth by Kurt Hahn. Nor have educational concepts been applied to such a varied set of culture and environments, and found to accomplish much the same effect. One must ask why these ideas have survived. Why, even though the central figure has now passed from the scene, does Hahn's influence continue to be felt in a variety of educational institutions? Is it possible that Hahn's ideas contained within them the flexibility that enables them to be adapted or was the basis of his philosophical thought such that it has universal appeal?

In trying to understand how the philosophy behind the original Outward Bound schools evolved, one must understand Hahn and the social conditions under which he developed. We believe that Hahn responded to the needs that were around him and was not averse to adapting his ideas to meet the changing social conditions. His example in this matter may have been his greatest legacy and led the way to what is currently accepted as the Outward Bound philosophy. This response to present need can be seen throughout the development of the Outward Bound schools from the very beginning at Aberdovey and the training of young seamen, to leadership training in Nigeria, to dealing with the problem of affluence in American youth. The core of the philosophy has remained to a great extent unchanged, while the methods have changed in sometimes drastic ways, depending on the need and the environment. Hahn was proud of the fact that his were not new ideas, but rather that he was able to find new methods of using old or others' ideas. Perhaps because his ideas were in a sense a synthesis, or consensus, of many, we find a hint as to the durability and universal application of them.

Hahn was born to German parents of Jewish descent in 1886. He was raised in the Jewish tradition and had the benefits afforded by being a son of a prosperous middle-class family. He was educated at the Wilhelmsgymnasium in Berlin and later studied at Christ Church in Oxford, England, the Universities of Berlin, Heidelburg, Freiburg, and Gottingen.

At the beginning of World War I, he was assigned to the German Foreign Office where he had the task of analyzing the Allied Press for the prevailing mood within those countries. He labored continuously for a reasonable ending of the war through negotiation. By the end of the war he had become private secretary to Prince Max of Baden, a German federal prince and heir to the Grand Duchy of Baden. At the conclusion of the war, Hahn returned with Prince Max to his castle in Baden and helped him write his memoirs.

In Prince Max, Hahn found a solid supporter for some of the educational ideas he had been developing since he left Oxford. In 1920, with the Prince's support the Salem School was founded in one of the wings of the castle in Salem. With Prince Max, he was concerned with the moral decline among the

Germans that existed at the end of the war and the lack of physical fitness among the youth, most of whom had suffered malnutrition during the war. He set out to train young people to have moral independence, an ability to choose between "right and wrong," and an improvement in their physical health. These themes persist through all of Hahn's educational thought and are developed in various ways in the programs he started, most notably Outward Bound.

In 1932 Hahn came out publicly against Hitler as a result of the Potempa incident, where a young communist was kicked to death by storm-troopers, who later received Hitler's congratulations. In March of 1933, Hahn was arrested and imprisoned. Soon after his imprisonment, Hahn was released because of the influence of friends such as Ramsay MacDonald, the British Prime Minister, and the Margrave of Baden, the son of Prince Max.

Hahn arrived in England, exiled from his native Germany, a seemingly defeated man. But Henry Brereton, a man who worked with him at Gordonstoun remembers, "there was another factor in the attraction that Hahn held for me. He had experienced defeat and was at that very time seeking to recharge his batteries, willing to start off again."[1] So the Gordonstoun school was founded in Scotland fashioned upon the Salem School. Brereton lists the things that Hahn regarded as characteristic of Salem that would be demonstrated at Gordonstoun:

> Action and thought would not be divided into two hostile camps; steps would be taken to build the imagination of the student of decision and the will power of the dreamer so that wise men of action will have the vision to see the consequences of their decisions; and that no boy should be compelled into opinions; but it is criminal negligence not to impel them into experience.[2]

Hahn was now incorporating into his thoughts a further maturing of the philosophy upon which the Outward Bound schools were to be developed, as a result of what he had experienced in Germany under the rise of Hitler.

The years that followed the founding of Gordonstoun saw Hahn add seamanship to the curriculum because he felt it was necessary to introduce youth to danger and adventure, to create a learning environment that would provide what William James called, "a moral equivalent of war." From the use of the sea and the increasing interest in the use of the mountains for sport and relaxation by many people, the concept of training for reserve became a part of Gordonstoun's curriculum. Hahn never advocated adventure as an end in itself, but rather as a training vehicle through which youth would mature. It was vital for adventure to be tied together with the concept of reserve and service to the community. Through unselfish action and dramatic rescue situations youth would also learn compassion, an element Hahn thought was missing in post-war Britain.

With Gordonstoun becoming well established and accepted in the British educational structure, Hahn turned some of his attention to trying to extend his ideas to other educational institutions. He was mainly interested in promoting the concept of regular physical training and development of simple athletic skills with an expedition that would test basic knowledge about map-reading and mountaineering and require stamina and determination on the part of the participants. To accomplish this, he developed a syllabus of activities that would lead to an award called the Moray Badge.

After the start of the war, in the summer of 1940, the Gordonstoun school was moved to Wales. Here Hahn met James Hogan, who was to become Warden of the first Outward Bound School. During 1941, Hahn and Hogan tried unsuccessfully to drum up support for the County Badge scheme, which they hoped would be incorporated into schools and youth organizations. Encountering little support, Hahn proposed as a last ditch effort that Hogan become the warden of a training centre which would demonstrate the concept and make it more understandable, thereby increasing the necessary financial support to maintain the operation. Hahn found a suitable site at Aberdovey, Wales, a small harbor where he brought the schooner "Prince Louis" and some small boats that had been used in the Gordonstoun sailing program. He then contacted Lawrence Holt, the head of a large shipping firm and a long time admirer of Hahn's educational philosophy, for financial support. Hogan comments on the magic created by Hahn and Holt:

> Holt felt that there was a duty to create emergencies in order to train people to react to the unexpected. Hahn believed that emergencies represented the consequences of prudence and foresight.[3]

Holt was concerned by the fact that even though his ships were manned by highly skilled seamen, they had not been trained to deal with the hazards they encountered during the Battle of the North Atlantic. When their ships were sunk, the seamen were often unable or unprepared to survive the ordeal of living in life boats until they were picked up. At this stage some of the Outward Bound philosophy we still know today comes up. Hogan says of Holt:

> ...he deeply regretted the passing of the square-rigged ships in which earlier generations of seamen had received their basic training. He believed that, denied engines and complex instruments, men had developed a sense of wind and weather, a reliance on their own resources - physical, nervous, and technical - and an almost spiritual sense of fellowship and inter-dependence.[4]

Certainly here is a notion which would be accorded universal support from the legions of uncompetitive "humanistic" Outward Bounders of America in the mid-seventies. While their awareness of such ideas comes more from snow mobiles and a polluted, mechanized society, rather than the excess loss of life Holt saw in the Battle of the Atlantic, the root message is the same.

With these considerations as background, the first Outward Bound School was founded to prepare young seamen to survive the rigors of being adrift on the

Atlantic. Hahn, Holt and Hogan, brought together by an "historical accident," combined their talents to form an institution that has spread throughout the world and been adapted to a wide variety of other institutions.

1,2,3,4
Source cited: "Evolution and Adaptation of Outward Bound"
by Gary A. Templin and Phillip W. Baldwin, 1976.

***

DEFINITIONS

OUTWARD BOUND - is an educational process dedicated to the principle that the individual develops self-confidence, concern for others, and self-awareness in the broad scheme of things when confronted by challenging, shared experiences involving service and adventure.

OUTWARD BOUND TRUST - is the founding organization in Great Britain which operates five schools in the British Isles and charters over twenty schools on five continents of the world.

OUTWARD BOUND, INC.- is the parent organization in the United States, chartered by the Outward Bound Trust, and consisting of a national body, six OUTWARD BOUND schools and the Dartmouth OUTWARD BOUND Center. The purpose of this organization is to demonstrate the OUTWARD BOUND concept by conducting courses which instill traditional OUTWARD BOUND values and by assisting other institutions to incorporate OUTWARD BOUND methods.

NORTH CAROLINA OUTWARD BOUND SCHOOL - chartered in 1966 as the fifth school in the United States.

***

☐ NATIONAL STANDARD COURSE CURRICULUM

1. The standard OUTWARD BOUND course shall be from 21 to 28 days in length, inclusive of the students' arrival and departure dates, offered to the general public aged 16-1/2 and above.

2. Students will be expected to refrain from smoking and from the use of alcohol and drugs while on the course.

3. Each standard OUTWARD BOUND course will be formed and trained as a search and rescue unit available for public service.

4. During the first week of the course, each student must have experienced the following:

   a. A statement from the School Director or Course Director outlining the underlying purposes of OUTWARD BOUND.

   b. Individual fitness training, conditioning and fitness assessment through such daily activities as running, hiking, ropes course, swimming or related activities.

   c. Instruction in:

      - Specialized safety training required to cope with the specific environment in which the course is taking place.
      - Field food planning and preparation.
      - Use of equipment.
      - Search, rescue, and emergency evacuation and first aid procedures.
      - Map and compass and route finding.
      - Traveling skills appropriate to the environment.
      - Knots, rope handling, and belaying when applicable.
      - Expedition planning and control.
      - The use, care, and protection of the environment.

   d. An interview with his instructor.

   e. Training and assessment in group effectiveness, teamwork and leadership, through activities such as initiative tests, training expeditions, discussions, briefings and related activities.

5. After successful completion of the initial training phase, students will be involved in the following experiences:

   a. Expeditions appropriate to the environment and accompanied by the instructor.

   b. Solo - a period of solitude lasting up to three days and nights.

c. A marathon-type event appropriate to the environment where weather and other conditions permit.

d. Rock climbing and rappelling.

e. A final expedition of up to four days' duration with a minimum of instructor supervision consistent with the environment and prevailing conditions.

6. Every student will be encouraged to keep a journal throughout the course.

7. A service project of approximately one day's duration will be performed by all students.

8. Periodic readings or discussions will be offered to help students interpret the values underlying the course.

9. Instructor reports will be written for the students, parents and sponsors as appropriate.

10. A summary course report will be written by the Course Director for each course.

11. This curriculum outline shall apply to men's,women's, and coed courses.

12. Significant variation from the basic curriculum must be approved in advance by the School and OBI Trustee bodies.

***

☐ ASSUMPTIONS

The OUTWARD BOUND program is founded on a number of assumptions:

On a philosophical level, it assumes that:

... one reveres life for having experienced it in real, dramatic terms.

... that from such experience one learns to respect self.

... that from respect of self flows compassion for others.

... that compassion for others is best expressed in service to mankind.

On an operational level, it assumes that:

... persons have more resources and are more capable than they think they are.

... a small heterogeneous group has the resources within it to successfully cope with significant physical and mental challenges.

... young as well as older adults are capable of critical decision making and responsibility.

... more can be learned by presenting problems rather than solutions or methods.

... a time for reflection on experience contributes to the formulation of personal goals and a philosophy of life.

... stress and shared adventure are important catalysts in the self-discovery process.

... that the most important determinant of a person's future is what he thinks of himself.

... that significant, long-lasting learning can be achieved through an intensive, short-term experience.

***

ELEMENTS

In carrying out its mission and expressing its purposes, the NORTH CAROLINA OUTWARD BOUND SCHOOL provides adventure experiences for personal growth which contain the following elements:

1. A commitment to do one's best.
2. A series of increasingly difficult challenges in an unfamiliar environment.
3. Understandable stress.
4. Service to others.
5. Small group experiences to foster teamwork and participation.
6. Individual diversity within each group.
7. Acquisition of new skills as a success-oriented activity.
8. Time for reflection on experience to explore the integration of the Outward Bound experience into one's life.

***

OBJECTIVES AND MEASUREMENT

OBJECTIVES

Key Objectives: To broaden enthusiasm for and understanding of self, others, and the environment. To enhance interpersonal communication and cooperation.

The following are objectives toward which OUTWARD BOUND experience is directed:

1. Personal development. To extend the individual's self-awareness by identifying his personal limits, by clarifying his needs and goals and by helping him to recognize his role in society and to acknowledge a responsibility to himself and others. To have fun.
2. Interpersonal effectiveness. To expand the students' capacity for responding to others, to encourage open and effective

communications, and to construct cooperative relationships around common projects, involvements and commitments.

3. Environmental awareness. To enhance the students' understanding of the fragile nature of wild areas and to increase their sense of responsibility for their care and preservation.

4. Learning. To create and maintain an environment and an attitude in which the emphasis is on experimentation and participation in experiential learning.

5. Philosophy and values. To provide situations and experiences in which the students can test and refine their personal values and which will stimulate them to examine and articulate their basic beliefs.

MEASUREMENT

The objectives will be considered as having been met when there has been positive movement toward the stated objectives in the opinion of the student.

Placing the responsibility for evaluation on the student is consistent with program objectives and methodology. This point of view is perhaps best illustrated by Theodore Roosevelt's statement:

> *It is not the critic who counts; not the man who points out how the strong man stumbled or where the doer of deeds could have done them better. The credit belongs to the man who is actually in the arena, whose face is marred by dust and sweat and blood; who strives valiantly; who errs and comes short again and again; who knows the great enthusiasms, the great devotions; who spends himself in a worthy cause; who at the best knows in the end the triumph of high achievement and who, at the worst, if he fails, at least fails while daring greatly, so that his place shall never be with those tired souls who know neither victory nor defeat.*

Thus, we will demand only that the students try - each discovering and evaluating his efforts and the results in terms of his own expectations.

The instructor's role with regard to measurement is to help the student to clarify and reality test conclusions by providing his own observations when appropriate. But it is the student's responsibility to determine the kind and amount of growth toward the stated objectives.

***

Methods

☐ THE OUTWARD BOUND PROCESS

An understanding of the components of the OUTWARD BOUND process has often enhanced an instructor's performance in the field: knowing why we do what we do leads to a more creative use of the environment as well as a more judicious choice of activities for a crew.

In the broadest terms, the OUTWARD BOUND process may be defined as follows: OUTWARD BOUND helps students to master a series of challenges and problem-solving tasks - using a unique social setting in a high impact environment - which are designed to increase student self-awareness, self-esteem, and acceptance of others. The components of the OUTWARD BOUND process are listed below:

The Learner: Students must have self-motivation towards, agreement with, and commitment to a program before they will be able to gain from the experience.

Physical Environment: Contrast is the key concept; the environment should be unfamiliar to the student.

Social Environment: The most effective group is large enough to have diversified behavior types, yet small enough that cliques based on these types are not likely to form; large enough to have conflict, yet small enough to manageably resolve it; large enough so that the nature of the common objective becomes a collective consciousness, small enough so the individual consciousness is never lost.

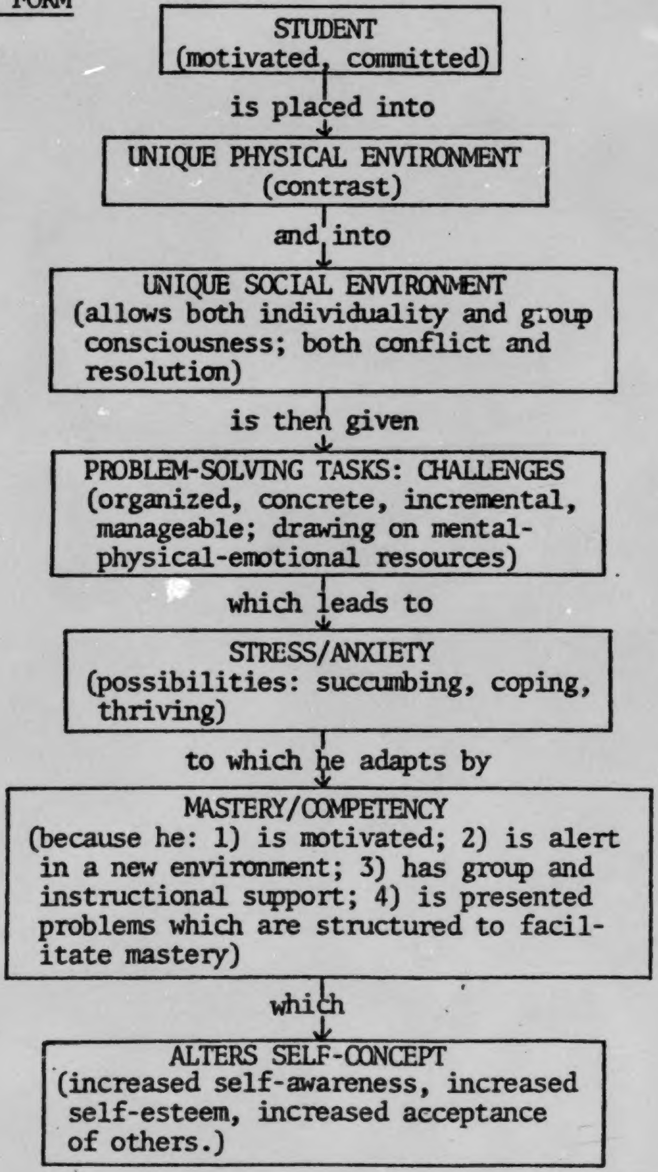
Challenges and Problem-Solving Tasks: These are introduced in a sequence of increasing difficulty. They should be concrete and manageable, and should draw on a student's mental, emotional and physical resources.

Stress and Anxiety: When one is placed in a new physical and social setting that contains a host of unfamiliar, unavoidable but reasonable tasks, some stress and anxiety usually develop. Individual response to these stresses may be positive (mastery) or negative (defeat, withdrawal). There is the possibility of either raising or lowering one's opinion of oneself. OUTWARD BOUND challenges are designed to permit the learner a high probability of mastering those tasks.

Instructors: They assist the student through the experience. They also assist the student's transfer of his experience back to his own environment. Instructors act as trainers, exemplars, authority figures, translators and initiators.

Competence and Mastery: Students usually find it rewarding to solve new, reasonable and worthwhile problems within a supportive group and in a stimulating environment. It makes them feel good about themselves and those who have assisted. Since students do not often have opportunities to master such problems elsewhere, the experience may give them a different, more complete perception of themselves. New awareness, attitudes and values help to make them better equipped and ready to tackle future problems. If they do things they have wanted to do, (which they could not do or had not done before) they may alter their abilities to direct the course of their future experience.

IN DIAGRAMATIC FORM



STUDENT
(motivated, committed)

is placed into

UNIQUE PHYSICAL ENVIRONMENT
(contrast)

and into

UNIQUE SOCIAL ENVIRONMENT
(allows both individuality and group consciousness; both conflict and resolution)

is then given

PROBLEM-SOLVING TASKS: CHALLENGES
(organized, concrete, incremental, manageable; drawing on mental-physical-emotional resources)

which leads to

STRESS/ANXIETY
(possibilities: succumbing, coping, thriving)

to which he adapts by

MASTERY/COMPETENCY
(because he: 1) is motivated; 2) is alert in a new environment; 3) has group and instructional support; 4) is presented problems which are structured to facilitate mastery)

which

ALTERS SELF-CONCEPT
(increased self-awareness, increased self-esteem, increased acceptance of others.)

(It should be remembered that the last point above is not a result you can guarantee students, but rather a goal to pursue with the appropriate program.)

☐ ROLES AND RESPONSIBILITIES OF THE INSTRUCTOR

Your primary responsibility is to ensure that each student in your crew is able to safely achieve the stated OUTWARD BOUND objectives, consistent with his abilities and efforts.

You must ensure that the student understands the guidelines and expectations within which the experience occurs and that he is willing to live by them. He should not simply be allowed to undergo OUTWARD BOUND, but must have a reason, or find one. To do this you must establish high standards for yourself and the crew and teach through your example of:

Safety consciousness
Openness and honesty
Respect for the individual
Respect for the natural environment
Personal cleanliness and camp hygiene
Respect for equipment and personal property.

This should help you to establish a positive tone of unconditional regard between you and your crew. Essentially "I'm OK - you're OK," wherein you make each member feel he is fundamentally as capable as you are.

You must provide sequential, progressive and effective skills instruction. While doing this, you must follow the safety guidelines and make judgements with respect to weather conditions, clothing, health of the crew or any possible emergency situation. You must make such judgements commensurate with your ability and skill.

Your responsibilities also involve leadership - your leadership of the crew as well as a responsibility to develop leadership within the crew.

Good leadership is the ability to achieve your goals by meeting the needs of others. Your goal in an OUTWARD BOUND course is to run a safe, effective course which results in the personal growth of the students in your crew. The needs you must meet are the needs of those students.

In bridging the gap between the goal you hope to achieve and the particular kind of minute by minute interaction with the crew that will result in achieving it, it is important to realize that no one style of leadership is "best". On the contrary, effective leadership behavior is that which is appropriate for the specific situation in which the leader has to function, and in an OUTWARD BOUND course the dynamics of that situation change frequently.

Two factors which you must constantly assess, and which will affect your leadership behavior, are the motivation of the crew and the competence of the crew.

Motivation is affected by:

1. Physical energy.

2. The relationship the student sees between the activity and something he wants. e.g. He does the morning run because he wants to get in shape.

3. The relationship the student sees between the activity and something he wants to avoid. e.g. He puts up the tarp because he doesn't want to get wet.

4. His expectancy of success. e.g. He doesn't want to climb because he simply doesn't think he can make it.

5. The degree to which the student was involved in the goal-setting process.

These are all factors which, to some extent, you can influence by what you say and do, and if motivation is low your attention must be directed there.

The competence of the crew is affected partly by the diversity of knowledge and skills within the group, but more so by the effectiveness with which they communicate and work together. For example, the individual with the best solution to a problem may not be able to get that idea adopted by the group because of power struggles and disagreements. Two kinds of group behavior which you can encourage and which will make the crew more effective are:

1. Task behavior -- defining problems, suggesting procedures, requesting facts, offering facts or opinions, clarifying ideas and suggestions and summarizing.

2. Maintenance behavior -- reconciling disagreements, facilitating the participation of others, being friendly and accepting, admitting error and helping establish group norms.

You must constantly assess the readiness of the individuals and the crew to accept leadership responsibility, and give the individuals and the crew as many decision making opportunities as possible. But you must be careful never to offer a choice unless you are willing to accept their decision -- e.g. you would not give the crew a choice as to whether or not they go on expedition, but you might offer them a choice of several possible routes. Respect decisions which differ from your own, but which do not affect the quality of the course.

***

☐ INSTRUCTOR/ASSISTANT INSTRUCTOR WORKING RELATIONSHIP

Co-workers on a course will find it helpful to talk over the following issues:

- Personal strengths and weaknesses (identify these and discuss how to best use strengths and strengthen weaknesses).
- Personal values and goals which affect the course.
- Positive expectations and hesitations about working with each other.
- How you see yourselves and each other as group facilitators.
- Communication between you:
    - Decision making process.
    - Resolving conflicts.
    - Communicating changes.
    - Giving and receiving feedback.
- Personal needs/desires concerning:
    - Preparation lead time.
    - Organization.
    - Pacing.

It is important for instructors to work with their assistants to develop their leadership abilities and skills.

A good instructor/assistant working relationship usually involves a creative effort on the part of each. Instructors should consider the following:

- An assistant is in a training position and will learn the most if you share your reasoning and concerns.
- Assistants have strengths - use them. Trust them and give them responsibility. They need opportunities to teach and have reviews of their teaching. Encourage them to use their initiative.
- Open, forthright communication is a key to working out a comfortable, effective relationship.
- An assistant can be a valuable source of insights and feedback to the instructor, both regarding the instructor and the students.
- If you introduce your assistant to the crew as "my assistant" he will probably stay one; if you introduce him as "my co-instructor" he sometimes will become one.

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☐ SKILLS INSTRUCTION METHOD

LEARNING PRINCIPLES

- We learn more easily those things that are useful to us.
- Most learning occurs through our sense of sight, hearing, taste, touch and smell and the more senses are utilized in the learning situation, the more easily learned and longer the retention.
- We tend to associate things we are learning with things we already know.
- The more often we see, hear, or do a thing, the better able we are to recognize or do it.

4-STEP METHOD OF INSTRUCTION

(Widely used and especially effective in skill instruction).

1. Introduction - Planned to get attention and convince the learner of the need to know.

2. Presentation - Unfolds a logical learning sequence building on prior knowledge and experience of the learners.

   The instructor must remember to:

   - Speak clearly and vary voice range.
   - Stress important points.
   - Maintain eye-contact with the group.
   - Use gestures and aids.
   - Periodically check for understanding.

3. Practice - Permit the learner to learn by doing, providing opportunity for immediate application of learning. The instructor observes the learners to see where instruction needs to be improved, learners may be used to help one another.

4. Application - Performance by the learners under actual conditions. The instructor is present to follow-up and evaluate techniques, suggest refinements, etc.

The foregoing is intended to help you provide the skill instruction necessary to enable the students and the crew to carry out various OUTWARD BOUND activities. Specifically, it should be your guide when teaching first aid, rescue techniques, map and compass, knot tying, etc. Remember your role as "instructor" is a short-lived one. Our principal teaching method is still experiential education - i.e., what the student learns as a result of his being lost, or making a move on a rock face, or from taking part in a rescue or service project. But even these experiences must be preceded by "instruction" and this is where you'll find the 4-step method will help.

What I hear I forget
What I see I remember
What I do I know.

Chinese Proverb

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☐ COUNSELING TECHNIQUES

The principles of reality therapy are constructive and helpful when used skillfully in the OUTWARD BOUND setting. Like all counseling techniques, however, the effectiveness of reality therapy depends on the sensitivity and common sense of the counselor. Techniques are aids, guides for action but not a substitute for the seasoned wisdom and caring of the professional OUTWARD BOUND instructor. Flexibility, empathy and being able to respond to the situation are the indispensable qualities.

The following is an outline of reality therapy principles:

1. Make friends, be personal - "I care enough about you to be involved, to be your friend." Spend a few minutes throughout the day reinforcing involvement but only say what you really mean.

2. Deal with present behavior - ask "What are you doing right now?" Awareness is the first step. Avoid references to the past. Emphasize behavior rather than feelings. If a student does better he will probably feel better. Be sure to allow feelings to be expressed - never tell a person they should not feel what they feel. It's okay to be afraid or upset or anxious, but it's not okay (rational) to let those feelings immobilize you.

3. Ask "Is it helping you get what you want?" Ask the student to evaluate his own behavior and the consequences of that behavior. It must be his decision to do something better than what he is doing now.

4. Make a plan to do better - Work with the student to formulate alternatives. Keep the plan simple and over a short span of time. Build success into the plan.

5. Get a commitment - It seals the plan. Build in a way to check back, follow up, give positive reinforcement. The student needs to accept responsibility for this. A written contract may be helpful.

6. Don't accept excuses - Eliminate discussion of excuses to show you really know he can succeed and don't ask "Why didn't you do it?" Never give up. Re-plan with the student and ask "When do you think you can do this?"

7. Don't punish - Punishment removes the responsibility from the student but don't interfere with natural consequences. The student has to understand that he is responsible for himself. It takes time and consistency.

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☐ LISTENING SKILLS

PURPOSE

Your job as instructor will demand listening skills, as you're not only interested in persons having the experience, but also in helping them to draw conclusions from it.

Creating an accepting atmosphere which allows the student to share his thoughts and feelings is significant because most persons begin communication with a "presenting problem." The presenting problem is an opener to test the other person's acceptance. If the presenting problem is accepted, then deeper thoughts and feelings may be shared.

KEY POINTS

1. We are all able to listen and absorb facts at a faster rate than most people can speak. Effective listening demands that you use the time in between to ask yourself (a) what does the person mean? and
(b) what does he feel?

2. Meaning is often distorted by how we feel about the person who is talking, or the words used. Check your own understanding by saying, "Let me see if I have this right..." or "Your point is that...".

3. Feeling cannot be minimized or explained away, but must be accepted. An effective listener tries to imagine what the speaker must have felt like under the conditions he's reporting and reflects this back to him as "It must have been embarrassing... and It must have made you angry."

If you develop the skill of putting into words the speaker's feelings (and your own for that matter) and reflecting these back, you'll soon find yourself really communicating.

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☐ FEEDBACK - GROUND RULES

Feedback is a way of communicating which gives people information about how they affect others. Giving such information to another person is a powerful and effective tool in the OUTWARD BOUND process. It must, however, be used with care. Feedback can be positive or negative, but the purpose should always be to help the receiver.

Most of us have been raised to value privacy and politeness and, as a consequence, we're not in the habit of telling others the negative effect their actions are having on us. But if we're to build honest relationships, clear the air, or help a person modify behavior destructive to himself and others, such feedback is necessary. The following guidelines will help you ensure that the feedback by you or your crew will be effective.

Be specific: General statements like "You don't listen" do not help very much. Instead a person should be told the specific things he says and does that are being reacted to; e.g. "Just now you interrupted John." This focuses the issue more clearly.

Describe, but don't evaluate, behavior: "Obviously your commitment to this crew is not very high" is an evaluative statement about feelings that probably will raise defenses rather than lower them so that the feedback can be heard. "You always seem to disappear when camp needs to be set up and meals prepared" describes what behaviors are not appreciated and builds a concrete framework by which commitment can be inferred.

Accept your own feelings: Always distinguish between a person's behavior and your response to that behavior. Once identified, take responsibility for your feelings. Say "I feel inadequate." NOT "You make me feel inadequate." Transmit your feelings, not an evaluation. Any sentence that begins "I think that..." or even "I feel that..." is not likely to be followed by the actual feeling. Begin instead with "I'm (upset, annoyed, happy, etc.) when you do this or that."

Remember, the transmitted feelings have to be tied to specific behaviors, not to evaluations or assessments of the other person.

Time it: Feedback is most useful when the receiver is actively seeking it and prepared to listen. Another good rule is to provide feedback as soon after an occurrence as possible - again, judging on the individual's readiness to listen. Forcing an opinion on someone who is not prepared to hear it, is futile; e.g. talking to a student about some lost equipment when he is about to cross the beam.

Limit information: Feedback should be limited to what a person can use and do something about. Overwhelming him with such information reduces the possibility of his "hearing" and using the feedback. Frequently our urge to help by providing lots of feedback is really only a need to stroke our own egos by pretending that we are changing the course of another's life. Also, pointing out some shortcoming or physical limitation over which a person has no control is not helpful feedback.

Check communication: Ask the receiver if he understands what you mean. It is the right of the receiver to choose to respond or not to the feedback he is given. While it is fair to want to know if our words are understood in the same sense as they were spoken, it is not fair to require the receiver to react to what we say.

Remember that feedback is threatening and much of what is said can be easily misinterpreted.

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☐ PROBLEM SOLVING

The following guideline will enable you to assist your crew or an individual member to resolve virtually any problem from the first day's initiatives to the last day's crew debriefing - from a member's reluctance to do an activity to his decision to leave the course.

1. Define the Problem - This is the most critical of all the steps. The main task is to state the problem in behavioral terms which can be observed and understood by all (what is happening that shouldn't; what isn't happening that should, etc.). Statements of feelings must be traced back to behaviors which are generating them. Also, the importance of the problem, its relevance to broader purposes, must be clearly understood by all concerned. And, of course, it must pass the "here and now" test. Can it be resolved using the resources and capabilities at hand? (It's safe to say that insufficient work on this first step is the root cause for subsequent wheel spinning and failure to solve most problems.)

   Blocks to effective problem definition to watch for are: abstract words, over-generalizing, splitting hairs, unclear goals, transmitting evaluations and assessments rather than behavior-related feelings (see Feedback), getting sidetracked on other problems.

2. Gather Facts - This is a brain-storming session to gather as much information on the problem as possible. The task is to ask for and obtain any missing data which might bear on the problem and solution.

   Blocks include: Unsupported feelings or opinions, lethargy, bulldozing by one or two members cutting off the discussion, dwelling on past events, jumping to conclusions, premature decision making.

3. Identify Possible Alternatives - Given a good problem statement and enough facts, certain "solutions" will readily present themselves. The trick is not to grab at the first one or two, but to invite as many ideas and suggestions including the "ideal" or "far out" ones which come to mind. Then summarize, consider and amend each workable alternative.

   Blocks include: Attaching ideas to individuals, getting sidetracked by arguments and debates, over-analyzing (analysis paralysis) etc.

4. Select the Best Alternative - Each alternative is considered in turn and "tested" for workability, what it entails, how it relates to other tasks, the likely effects, etc. For each alternative, data which is felt to be significant is restated - while other data is rejected according to consensus. As a result of such questioning, one alternative generally emerges as the "best" and a solid commitment is then sought from the individual or the group to try this alternative.

Blocks include: Lack of practical experience to predict the outcomes, straw voting rather than consensus based on exploring advantages and disadvantages of each alternative, confusing the idea with the individual, polarizing, bulldozing to cut off discussion and lethargy.

5. Take Action - The best alternative having been selected and backed by a firm commitment by the individual or group involved, the task is to develop a plan of action, pinning down specific responsibilities, and adequate checks and follow-up procedures. Everyone is held to his commitment and "excuses" for lack of performance are not accepted. If need be the plan is revised but not the commitment.

   Blocks include: Failure to pin down responsibility, lack of involvement and follow-up, accepting excuses for lack of performance.

HOW TO USE THE OUTLINE

1. Keep it in mind when attempting to help a student or crew solve a problem.
2. Use it to analyze where an individual or crew is failing in their problem solving approach.
3. Share it with your crew - it could be one of the most valuable lessons they learn.

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☐ THOUGHTS ON GROUP DYNAMICS

PURPOSE

Group development, awareness of group process and proper handling of group pressures can help maximize the OUTWARD BOUND experience for each member. Therefore, it is important to know something of group dynamics as such knowledge is often the difference between a good experience and an outstanding one.

KEY POINTS

1. Most of you will recognize a student's fear of the unknown, fear of high places and so forth. But we also have a common fear of interacting with one another in group situations that's often masked by withdrawal, going through the motions, beating others to the punch, etc. To achieve real growth, there ultimately must be some impact of

the members on each other, which necessitates some risk in letting some of these guards down. Be sure you're as sensitive to the courage this requires as you are to the purely physical kind - and reinforce it in the same way.

2. Most people want to help others. The fact that they help themselves in the process is one of the reasons for including service projects in the curriculum. Another opportunity to help exists within the group. Members are usually as sensitive to what's happening as the instructor, and suggestions coming from peers are often more welcome, more digestible and more persuasive.

3. Some individuals are naturally good in helping a group achieve the task at hand, whether it be getting over the wall or having to confront an individual with his behavior - other individuals have a talent for the maintenance of a group feeling - whether by providing humor to relieve a tense situation, or seeing that everybody is included and recognized for their contributions. The point is that both kinds of talent are needed for the group to function effectively, and nearly everyone can contribute one or the other, if not both.

STAGES OF GROUP DEVELOPMENT

Most groups go through some recognizible pattern in their growth. Your knowledge of this is valuable in assisting a group to mature.

1. Getting acquainted (Who are you?)

   In the early stage, members dependent on the crew instructors to keep things going. Conversations are characterized by small talk on conventional topics to get a feel for one another. Everyone is putting their "best foot forward".

   Remember: during most such talk there are at least two conversations going on - one saying something about the topic and the other something about themselves. Thus a crew will always have a certain amount of topic-centered conversation, often as a diversion from too threatening discussions or situations.

   A great deal of group spirit and solidarity may be present as a result of a felt need to stick together in order to get through the course. The instructor's job is to maintain a friendly and relaxed atmosphere while giving active leadership to the group.

2. Sorting out (Who are we?)

   In this stage the group is trying to figure out what it's all about. Some group members may have decided how others should act or feel and become upset when the others don't respond accordingly. Sometimes the group will break up into subgroups over conflicts in what they should be doing. The group is often unhappy with the instructor because of his refusal to work things out for them.

This stage is often characterized by members asserting their individuality. Discussions of conventional topics tend toward arguments. (This isn't necessarily all bad as it reflects acceptance of some limits on group behavior. However, assertive behavior is generally anti-group and can easily degenerate into a gripe session and hassles in which a group member could by psychologically hurt.)

During this stage the instructor should be on guard against such negative consequences of assertive behavior but try to remain in the background as much as possible. Proper questioning and/or summarizing can be used to help pull members and subgroups together (see Problem Solving).

3. Me (Who am I?)

While there may be still some disagreement between members or subgroups, noticeable efforts are made by some group members to restore harmony. The group becomes more open as individual members feel free to seek, share and change ideas about one another. Conventional topics tend toward revealing personal histories and experiences. Often a member will ask for help either through direct appeal or indirectly by expressing some self-doubt, desire to leave, etc.

The group is generally more comfortable with the instructor and its own ability and is willing to share the leadership role with him. The instructor should support efforts at rebuilding group harmony and personal exchanges. But, otherwise, he should continue to remain in the background as much as possible.

4. Us (Who we are!)

The final stage of development is when members come to value the group. They regularly seek out and value one another's opinions. The group becomes very friendly and develops high morale. Outwardly, the group may resemble the earlier getting acquainted stage, but where that morale and spirit was occasioned by instinctive need and nervous energy release, this is the real thing.

That's not to say there's no conflict or confrontation. On the contrary this is the chief characteristic. For now group members recognize if anyone is going to be helped, or anything is to be done, someone must make a direct statement to that effect. Each member comes to feel he is an important asset to the group. Each realizes that by sharing personal reactions the group can penetrate and solve problems everyone has been avoiding. Individual members come to trust one another and are free to speak out without fear of retaliation. Topics center on relationships between members, the group achievements and the "here and now" kinds of activities and feelings as opposed to happenings outside the group which characterizes most topics in other stages.

The instructor is accepted as an equal member of the group and has the responsibility of being as open and as honest with the group as it is with him.

CONCLUSION

Once we become able to give honest responses to our fellow man, we are stronger within, and also more able to make effective human contact. These are the benefits associated with membership in a fully matured group. Furthermore, such a group having established "who we are", each member may discover more precisely "who I am". However, group development must never be at the expense of individual development. Remember, the principal goal is self-discovery.

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☐ DELINQUENTS

What follows is a series of possible approaches when working with delinquents in OUTWARD BOUND settings. They may have much applicability to working with any student no matter what age or background. The point is that because many delinquents exercise dysfunctional problem-solving skills, they demand excellent instruction and extra support/energy to make their way through the course.

1. Don't be too judgmental: Leave that to the judge. The word delinquent is so inclusive that it almost means any adolescent. So don't pressure the poor student by showing over concern for him.

2. Be congruent and straightforward: i.e. real; that's the least you owe any student. Be the example. Honesty is the best strategy with them.

3. Set your expectations of performance at the outset: Have justifiable, negotiable and non-negotiable demands with reasonable sanctions. Delinquents both need and want limits and directions set.

4. Let people know what to expect from the course in the way of activities and emotions. Delinquents seem to be more anxious than the average; setting the stage is a way of lessening some of the anxiety.

5. Be the example.

6. Pace yourself: Many delinquents are hyperactive with concentration waxing and waning continually.

7. Trust, but expect problems: Growth seems to take place in leaps and bounds, with periods of regression.

8. Care without "bleeding": Many delinquents have such a negative self-image that any caring which seems too unconditional is suspected and possibly manipulated. Try not to need their success for your own.

9. Pain is a hard thing for delinquents to responsibly deal with: They tend to share it, prolong it, amplify it, or even disregard it completely. It seems to boil down to not having enough self-discipline and possession.

10. Words do not have much significance for juvenile delinquents. So trust the primacy of the experience. Very few students can generalize the significance of OUTWARD BOUND activities with much depth. Accordingly, do not ask for premature summaries of performance; stick to what is happening today.

11. Look for the real messages behind behavior: What primary needs (physical, security, self-esteem, belongingness, and self-actualization) are threatened or have been satisfied, are the questions to ask.

12. Give feedback: They crave it, they want to know how they stand and make sure you "Hit the nail on the head." Feedback which is good is a way of caring that makes sense to them; relationships with grownups who are not their parents are most important to them.

13. Share but don't sell the metaphors on life available through OUTWARD BOUND.

14. Focus on the individual: You are not trying to solve society's ills. You are rather trying to promote autonomous, responsible individuals.

15. Intervene: The only thing you have to work with is their behavior in the here and now. So don't let the teachable moments pass by.

16. Exhort: The need for charisma is not dead. These kids are impassioned. Tap, direct and encourage it.

17. Their peer group is where the action is: They need to belong in and to it. This issue will be the source of much conflict, likewise the group will be the resource for the resolution of such conflict.

18. Delinquents live in and for the moment: So make sure activities are sequential, concrete and within the capacity of the students. Delinquents need plausible linkage and foreseeable goals with a reasonable payoff.

19. Have plans but have more options: Be prepared to think on your feet about what to do next.

20. "No one promised you it would be easy." But then I can promise you it will be interesting and worthwhile.

Based on "Delinquents" written by Jerry Golins, 1977.

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Procedural Guides

☐ INTRODUCTION TO PROCEDURAL GUIDES SECTION

The information in this section provides details on the emergency and administrative procedures you need to know to organize and complete a course.

The emergency procedures are the safety policies and standard procedures of this school. These guidelines must be followed.

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☐ STATEMENT OF PRINCIPLE CONCERNING SAFETY

In OUTWARD BOUND it may be said that students are deliberately encouraged to take part in activities in which the risk of an accident may be greater than in their normal way of life. In consequence, there rests on those in charge of the training a special responsibility to ensure that adequate and continuous precautions are taken to prevent accidents. This responsibility, however, goes further than a merely negative approach based on restricting activities within safe limits. The principle is not to avoid activities involving danger, but to prepare students both by technical training and physical fitness to deal with the risk competently. The aim is to teach that the more adventurous an undertaking, the more care and prudence are needed to succeed.

Hazards should not be sought for their own sake. It must be the aim to be so organized as to forestall the hazards as far as possible, and so trained that they can be mastered if they come.

Safety is to be an integral part of the training and experiential process of OUTWARD BOUND. It is to be woven into all OUTWARD BOUND programs and exemplified by the word and action of each instructor. Safety involves not only overt precautions to prevent accidents but also a "what if" attitude toward every experience.

Detailed safety requirements are provided in the procedural and activity guidelines sections of this handbook.

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☐ A FEW WORDS ABOUT LEGAL PROBLEMS

Like any other organization, NCOBS is not immune from legal problems. Our objective is to minimize exposure to legal problems to the greatest degree possible without compromising the basic objectives of the OUTWARD BOUND course. Our operating procedures and safety policies are designed to prevent accidents. When we speak of minimizing exposure to legal problems we are referring not only to compliance with those policies and procedures, but also to taking steps to protect the school (and staff) from unjustified claims if an accident occurs. To help achieve that objective, it is the instructor's responsibility to understand and follow this Handbook, to use his head, and to keep in mind the following:

1. You are responsible for your students. They look to you for expert instruction and guidance so that they can participate in course activities in reasonable safety. The greater the degree of risk in an activity, the greater your obligation to anticipate and avoid harm.

2. Your students are entitled to know the nature and scope of the risks involved in an activity before the activity is commenced. Don't assume that a danger is obvious to your students; talk to them about dangers and risks until you feel confident that each student understands the risks inherent in the activity and voluntarily assumes those risks before participating in the activity. Your judgment is critical in this area as you may be faced with something of a dilemma in the case of hesitant students. Naturally, you will want to be as persuasive as possible in efforts to reinforce a student's confidence and to motivate the student to complete the activity. However, your efforts must not be so vigorous that the student is forced to participate against his will.

3. This Handbook is the "book" against which your conduct will be judged. If an accident occurs because you didn't follow the book, and if you don't have very substantial reasons for the deviation, your conduct will almost certainly be held to have been unreasonable.

4. Some specific problem areas with profound legal implications include:

   a. Driving school vehicles - a high risk activity involving a large number of persons. Exercise greater caution than you would if you were alone.

   b. Instructor control over student activities. Never underestimate the ability of students to forget your instructions as soon as you are out of sight. Of course, you can't stay on top of your students every minute of the course; to do so would destroy much of what we seek to accomplish. However, as the degree of risk increases, so also increases the need for close visual and verbal contact with all students. One of your most difficult judgment problems will be balancing the need to supervise against the need to permit students to learn from their experiences.

☐ EMERGENCY PROCEDURES

NOTIFICATION

1. The following will be reported immediately to the Course Director:

   a. An accident or illness resulting in death. In addition to reporting in writing using the format prescribed, immediate telephonic notification will be made.

   b. An accident or illness resulting in a student being in a "critical" or "serious" condition, or under medical care and missing 24 hours or more of the program.

   c. An unscheduled loss of contact with a student for more than 12 hours.

   d. Any incident such as rape, assault, stealing or other illegal or grossly immoral behavior.

2. Course Directors are responsible for notifying the NCOBS office of any emergency or potential emergency. In the event of an emergency - serious injury, extensive property damage, death, etc., the Course Director is also responsible for reporting the incident as soon as possible to the local Sheriff. He should be prepared with a brief, factual statement of what happened, avoiding speculations until a complete investigation has been made. Further questioning by local news media should be referred to the Sheriff's Department or NCOBS office.

3. The NCOBS office will designate a spokesman, normally the School Director, but in his absence the next person on the list of authority.

4. The spokesman will be responsible for:

   a. Gathering all the pertinent facts and preparing a statement.

   b. Calling the appropriate officers of NCOBS and OBI (see the Public Information Plan call guide).

   c. Calling the news media.

   d. Coordinating all the incoming information and disseminating it to officers and news media.

5. Restrictions:

   No one, including the spokesman, will release any information that identifies responsibility for an accident without first consulting legal counsel. Specific problems arise when:

a. An assessment of fault or criticism of conduct, school policy or equipment is made public without a full explanation of the circumstances of the accident, developed through the complete OBI investigatory process.

b. Information regarding nature of the injury or illness is released prior to diagnosis by a licensed medical physician.

c. Names of victims are revealed prior to notification of the next-of-kin.

d. Estimates of property damage are released.

SEARCH

1. The senior staff person on hand will coordinate the operation from "base". He will:

    a. Determine the place and time the student(s) was last seen.

    b. Determine the condition and disposition of the student(s).

    c. Set up search team(s), and outline the search procedures.

    d. Coordinate the search effort as it expands. Keep in contact with the parents.

    e. Keep a log of the events as they happen.

2. If the student(s) is not found after searching the likely areas (in a genuine "lost in the woods" situation), notify the parents and District Forest Ranger (if on U.S. Forest Service land) or the Sheriff (if out of the National Forest).

3. Searching will cease only when all possible efforts have been put forth. This will mean several days.

RESCUE - GENERAL

1. Policy

    a. Medical kits will contain an Emergency Information Report Form, list of materials and accident report forms/Doctor's report forms.

    b. All students will be familiar with the necessary emergency procedures in the event of an instructor's incapacity.

    c. The minimum number of students leaving a group to get aid will be three.

d. There will be an Emergency Information Report Form in each first aid kit and beside every phone at NCOBS. This form should be completed by an instructor or crew member in the field and then called into NCOBS and transferred on to the NCOBS' phone copy. This form should then be given to the Course Director.

RESCUE - ROCKCLIMBING

1. Many of the "Rescue - General" procedures apply also to rock climbing accidents. In addition, however, there are special requirements in terms of organization and equipment.

   a. The senior staff member must be notified of a rescue callout.

   b. Staff are alerted to report for mountain rescue (3 airhorn blasts).

      - Course Directors and Climbing Instructors report to the Program office for assignment.

      - Staff and available crews report to the climbing hut.

   c. The senior staff member assigns:

      - Operation Leader.

      - Equipment Issuer.

      - Support Team Leader.

   d. Operation Leader:

      - Assesses the possible evacuation type.

      - Assigns Climbing Teams from staff at climbing hut.

        . First aid Team:

          Proceed as directly as possible to the victim.

          Render the necessary first aid and inform the Equipment Team of evacuation needs.

        . Equipment Team:

          Move all technical evacuation equipment to the site.

          Set up the technical evacuation.

      - Informs the Support Team and base of evacuation circumstances and ETA.

e. Equipment Issuer:

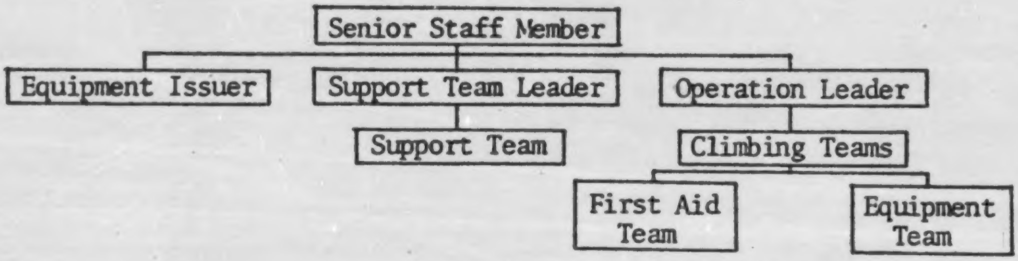
- Opens the climbing hut.
- Issues personal equipment to climbers (checksheet in climbing hut).
- Issues equipment to the Climbing Team and Support Team as per checksheet.
- Stays until Support Teams have been dispatched.

f. Support Team Leader:

- Assigns support personnel.
- Picks up support equipment.
- Proceeds to advance base.
- Organizes Talus evacuation.
- Supervises equipment transfer of support gear to Climbing Team if necessary.

g. Senior Staff Member:

- Coordinates the teams in the field.
- Operates as the central communications base.


Senior Staff Member
Equipment Issuer
Support Team Leader
Operation Leader
Support Team
Climbing Teams
First Aid Team
Equipment Team

CREW EQUIPMENT LIST

A crew should be able to assemble within 15 minutes dressed in:

Boots	Long pants
Long sleeved shirt or sweater	Helmet - issued from climbing hut

And carrying: compass, sling rope, carabiner, whistle, poncho, flashlight, filled canteen, knife and the crew first aid kit.

NCOBS EMERGENCY INFORMATION REPORT FORM

Purpose: To prevent important information from being left out when calls come in from the field. The information read off this sheet and relayed over the phone will be copied down on to an identical sheet at the base camp.

A. General Information:
1. Date:
2. Course #:
3. Crew:
4. Instructors:

B. Accident ....
1. Victim's name(s):
2. Sex:
3. Approximate weight:
4. Activity:
5. Nature of emergency:

   a. Accident
   b. Drowning
   c. Illness

6. Number of people injured or ill:

C. Location ....
1. Quadrangle:
2. Section (NW, NE, SW, SE):
3. Exact location:
4. Terrain: (check one)

Brush ( )
Rock ( )
Timber ( )
Trail ( )
Road ( )

Easy ( )
Moderate ( )
Steep ( )

Are there any helpful landmarks near the accident?

D. Injuries/Treatment:..
1. Seriousness of injuries or conditions: (check one)

Good ( )
Fair ( )
Serious ( )
Fatal ( )

2. Description of injury or illness (specifically):

3. Vital signs and symptoms:

Pulse:
Respiration:
Temperature:

4. Unconscious: Yes ( ) No ( )

5. What has been done to/with the victim?

a. Medications given:

b. First aid:

E. On the scene plans: (check one)

1. Will stay put ( )
Will evacuate to trail ( )
Will evacuate short distance to shelter ( )
Will evacuate to road ( )
Will send messengers out ( )
Other ( ) Describe:

2. Details on above: (include estimated time of arrival to evacuation point).

3. Names of messengers:

4. Where shall rescue team meet messengers?

5. Phone number and location of place you are calling from:

F. Type of evacuation recommended: (check one)

1. a. Technical lowering ( )
b. Carry-out (litter) ( )
c. Helicopter ( )
d. Rigid stretcher (back board) ( )
e. None until specialized medical assistance arrives ( )
f. Other ( ) Describe:

2. Is there any special equipment needed?

3. Further information, if any:

ACCIDENT EMERGENCY PROCEDURES

1. Survey the situation. Keep cool. Don't panic. Decide exactly what steps to take before acting.

2. Make sure the victim and all other personnel are not exposed to further danger.

3. Perform the necessary first aid.

4. Decide whether or not you can perform an evacuation without assistance. (Mountaineering First Aid is the guide). If so, proceed and skip step 5. If not, fill out the NCOBS Emergency Information Report Form.

5. Choose a messenger party to go for help.

    a. Send at least three persons if possible.

    b. Leave at least one person with the victim.

    c. Send with the messenger party the completed Emergency Information Report Form and a map or sketch showing the exact location of the victim.

    d. The messenger party should:

        - Take essential equipment (map, compass, flashlights, food, water, matches, protective clothing). Prepare for a night out or getting lost. Copy down the emergency phone numbers from the first aid kit.

        - Keep cool - hurry, but don't become an accident victim yourself.

        - Do not split up.

        - Constantly observe the country behind you toward the victim. Where necessary, mark your route with cloth strips, toilet paper, tree blazes, rock piles, etc. so that rescuers can follow it back in.

        - Conserve enough strength to lead a rescue party back if necessary.

        - Notify the school, and hospital or rescue squad if necessary.

6. The group with the victim should:

    a. Make him as comfortable as possible. Maintain his body temperature. Protect him from the elements.

   b. Set up a temporary camp.

   c. Prepare food and hot drinks for the group members.

   d. Assign a person to remain with the victim at all times.

   e. Keep a record of any medication administered, including type, amount and time.

7. Observe the victim constantly until the rescue party arrives. Watch for:

   a. Signs of shock.

   b. Cessation of breathing.

   c. reoccurrence of bleeding.

   d. Cessation of heartbeat.

   e. Blockage of air passageway by blood, vomit, tongue, etc.

8. Whether or not the victim is given water and food depends on the nature of his injuries and general condition. Doctors will seldom administer a general anesthesia to patients unless their stomachs are empty. If the victim's injuries indicate an immediate operation upon arrival at the hospital, and if the evacuation is expected to be carried out rapidly, the first aider should consider the above facts before giving water and/or food.

OFFICE PROCEDURES

1. Arrange transportation to the hospital, being sure the proper personnel and medical form accompany the victim. The student's medical form has authorization for any emergency anesthesia and/or operation which might be necessary.

2. Call a doctor and the hospital emergency room.

3. If a student is going to be admitted to a hospital, determine from the doctor the exact nature of the injury and the treatment that will be given, and then call the parents and pass this information on to them. Have the student call his parents if at all possible.

4. See "Notification" section for additional information. (Page 31)

FIRE PROCEDURES FOR BASE CAMP

The NORTH CAROLINA OUTWARD BOUND SCHOOL is located in a wooded, mountainous area and is built largely out of wood. Fire danger is extreme. The nearest fire department is in Oak Hill and would probably arrive 30 - 60 minutes after a phone call. In that time, a major fire could engulf the school.

It is the responsibility of each staff member to respond to any emergency by assessing the situation, making priorities and either taking charge or accepting responsibility for specific areas.

In the event of a fire, it is imperative that our primary concern be the safety of people. We must first and foremost focus our attention on preventing injuries and avoiding dangerous situations.

Basic Policy

1. Each staff training will include a fire drill.
2. When students are using cabins, instructors must ensure they are aware of the fire procedures.
3. All gasoline will be stored in a special storage area for flammable liquids.
4. Stoves and lanterns will always be filled outside; no fuel is permitted in the warehouse, or student and staff cabins.
5. Students will be instructed in the safe use of stoves, lanterns and campfires.

In Case of Structural Fires at Base Camp

1. Persons discovering the fire will sound the alarm and shout FIRE.
2. Make sure all occupants of the burning structure are out of the building.
3. Only after everyone is safe should you attempt to control a small fire.
4. Under no circumstances go back into a burning structure.
5. Send a messenger to inform the senior staff member of the location, size and type of fire. Oak Hill Fire Department 437-1911.
6. Evacuate all persons away from the burning structure. Everyone will quietly and quickly proceed to the assembly area (parking lot above the kitchen) and assemble in crews or staff groups.

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7. The first staff member to arrive will organize a roll call and account for all students and staff. Missing persons will be accounted for as a first priority. He will then proceed with fire fighting or rescue procedures until relieved by the most senior member of staff available.

8. Home folks will immediately make ready facilities after the roll call for dealing with a small fire. Small fires are controlled by Indian pumps or fire extinguishers. STUDENTS SHOULD NOT BE INVOLVED IN FIRE FIGHTING without careful supervision by senior staff.

9. Fire drill should include the assembly of all school personnel, attendance check, attach and secure fire hoses to reach the burning structure, and issuing of fire fighting tools, helmets, etc.

FOREST FIRE FIGHTING

1. The NORTH CAROLINA OUTWARD BOUND SCHOOL represents a resource to the Pisgah National Forest to conduct fire fighting and rescue activities.

2. The fire season in this area is normally in the spring and fall due to the rains associated with the summer months.

3. The principal advantage of OUTWARD BOUND crews for use in fire fighting is their:

   a. Good physical condition.

   b. Ideal size.

   c. Established leadership and ability to work together.

   d. Ability to withstand stress and carry out an assignment.

   e. Dedication to service.

4. Crews will always be accompanied by the NCOBS instructor when assigned to emergency fire fighting duties.

Crew Equipment List

1. Each student will be equipped with the following:

   Helmet (hard hat) with light mounted
   Rain coat or poncho
   Gloves
   Boots - 8" to 10" high
   Rugged pants with no cuff
   Goggles and safety glasses
   Flashlight
   Quart canteen
   Knife
   Long sleeved shirt
   Whistle

2. Each crew will have a complete first aid kit.

Safety

1. Keep informed of weather conditions and forecasts.

2. Know what the fire is doing at all times.

3. Base all actions on the current and expected behavior of the fire.

4. Have escape routes for everyone and make them known.

5. Post lookouts when there is possible danger.

6. Maintain communication with crew members and the fire boss.

7. Maintain a 6' spacing between crew members while walking; 10' while working.

EMERGENCY MEDICATION

1. Under normal circumstances, it is not wise for a layman to prescribe or administer medication. Most of the time competent medical help will be only a few hours away from the program locations and will be sought whenever the need arises. However, because of the nature and remote location of some school activities, it may become necessary for a properly trained person to administer such medication to save a life or stabilize a victim's condition until professional medical care can be obtained.

2. In the event of such emergencies, a number of medications have been selected for use. The names of such medications, indicated use and dosage have been prepared by the school's medical consultants. These directions shall be a part of each first aid kit and the emergency care training given to each crew.

3. An inventory of such medications shall be made periodically throughout the course by the crew instructors and a written report of any usage, including circumstances, name of recipient, indications for use and the kind and amount of medication administered will be submitted to the Course Director.

***

☐ INSTRUCTOR'S CHECKLIST

MEDICALS

Before your course begins, check each student's medical. Do not allow a student to begin a course unless he has submitted a medical. The Course Director will give you the names of the students hand-carrying medicals.

WAREHOUSE PROCEDURES

1. Before the course:

- Check the contents of the bin for number and condition of equipment and contents of first aid kit.
- Notify the Logistics Chief of any changes in course schedule through the Course Director.

When distributing gear:

- Have students fill out and sign equipment checklist. Emphasize that they are responsible for the equipment, and will be charged for lost and damaged equipment, except for normal wear.
- Your bin will have a combination lock and the crew's personal gear will be stored in the bin. Valuableswill be put in a manilla envelope with student's name, crew number, instructors' names on the outside and put into the safe in the warehouse.
- 4 copies of every map required, will be issued by logistics. The maps will be folded in quarters and kept in a map case at all times. Always tape rips and worn spots. Lost or destroyed maps must be paid for.
- Instructors will be issued gear before each course and return it at the end of the course at the same time as students and in the same manner.

2. During the course:

- The main supply bins will be locked at all times. If you need something, contact a logistics person.
- Check the contents of the first aid kit and resupply as necessary after each expedition.
- Trail food must be picked up before each expedition. A food list will be included.
- After an expedition, return unused food and all containers to the food hut. A footlocker will be outside to receive returned goods.

- Any special food requests will be met if possible, if received at least 3 days prior to expedition.
- Lunches while at base camp will be eaten out. Food will be available from the food hut and kitchen refrigerator. Left over food must be returned to the food hut.

3. At the end of the course:
    - Gear must be clean and dry (if possible) when turning in equipment
    - When crew is ready, a logistics person will check each individual' gear for damage and wear and tear as it is turned in.
    - Lost and damaged equipment will be paid for by the students before they leave.

HUTS

Each crew will be assigned a hut or a campsite for the time spent at the school. You're responsible to see that the huts or the campsites are cleaned each day.

1. There will be a broom and a garbage container in each hut.
2. After use, all personal items should be taken out of the huts and put into the crew's bin at the warehouse. (The huts will be used by other crews while you are gone).
3. No food can be kept inside the huts.

STUDENT MAIL

1. All outgoing letters should be placed in the mailbox located outside the main building.
2. Incoming letters and packages for both the students and instructors will be placed in the crews' mailboxes.

MISCELLANEOUS BILLING

Any items bought for students, such as flashlight batteries, toothbrushes, film, etc. will be billed to the students and paid for at the end of the course.

PHONES

Students are discouraged from using the phones unless it is an emergency. Accompany them and have them call collect when possible.

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DUTY

You are responsible to see that the following are carried out properly and completely:

1. When you are the duty crew you must report to the kitchen 15 minutes before breakfast and dinner. The procedure will be posted and explained to you during staff training. You will direct your students during the cleanup, not the cooks.

2. The sinks and toilets in the student bathhouse and the one behind the kitchen, must be washed once a day and the floors mopped or swept.

3. At least one student must be on duty during the night to receive phone calls and write messages on appropriate forms.

   a. In the case of an emergency you should be notified first. (Inform your student where you sleep) Then contact the Course Director if necessary.

   b. The first aid room must be swept daily.

4. In the case of search and rescue, firefighting, evacuations, etc. your crew will be called to help.

   a. Familiarize them with the location of rescue gear and firefighting tools.

   b. The crew should know what clothing and gear they will need and be ready to assemble within 15 minutes notice. Refer "Rescue" Page 34 and "Forest Fire Fighting" Page 40.

FILMS

Films are available at the school - "Say Goodbye", "By Natures Rules", "Is It Always Right to be Right", "Break on Through", "Solo", "As High as the Mountains", "Summit", "Music Makers of the Blue Ridge", and the "NCOBS" film.

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STAFF INFORMATION

1. All garbage must be sorted and disposed of properly, not accumulated in the staff area.
2. The sinks and toilets in the staff bathhouse must be washed and the floors swept daily.
3. The washing machines and driers are not for students' use. Make sure the filters are clean before use.
4. Please use the pay phone at Tablerock for personal calls. Make calls collect at Green Cove.
5. The staff lounge is for staff use only, not for meetings with students. Sleeping in the lounge at night is discouraged.
6. The Program Office has a library of technical books for your use. Please follow the check out instructions posted on the wall next to the shelf.
7. Your personal vehicle must be parked in the Staff Parking Area.

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☐ DRUGS/SMOKING/ALCOHOL

DRUGS

Unless prescribed by a physician, drugs are incompatible with the safety standards of an OUTWARD BOUND course. The use of drugs not only jeopardizes the safety of the users, it also jeopardizes the safety of the non-users. For this reason, all staff members are advised that it is one of the conditions of their employment that they be aware of and sensitive to the social, legal and public implications of the use of illegal drugs. Any staff member who uses or is in possession of drugs illegally on OUTWARD BOUND premises, or in the field while responsible for the well being of students, will be dismissed. Any student who refuses to refrain from using drugs must leave the course.

SMOKING/ALCOHOL

Students are expected to abstain as a condition of their attendance. The instructor is expected to work with any student not meeting his commitment and help him to view it as a personal challenge in which he must ultimately decide between continuing to smoke, drink, etc., or continuing on the course. Instructors will likewise not smoke or drink while with the students.

☐ EARLY DEPARTURES

Students occasionally ask to leave before the course is finished. The instructor's response should be to determine as fully as possible why the student wants to leave, and to point out that instructors cannot authorize or arrange departures. Our experience has been that most of the students who express a desire to leave and then change their minds, are glad that they stayed. The instructor cannot assume that this will be true in every case, and should not try to persuade or pressure the student into staying. If reasons for staying exist, they will come out naturally as the instructor helps the student clarify and understand his thoughts and feelings.

After the initial conversation with the student, the instructor must decide whether or not it would be valuable for the student to talk to the crew, the Course Director, or others. In deciding what the next step should be, the following guideline can be given: no matter what the reasons are for leaving, and no matter what the student's final decision may be, it is worthwhile to discuss the situation with the crew.

If, after talking to his instructors, crew and the Course Director, the student's final decision is to leave, the Course Director will notify the Enrollment Office, Logistics Chief, Program Director and School Director of the drop-out.

Note: Any student wanting to leave should be directed to his own instructor immediately. No one else should intervene before that has happened.

IN THE CASE OF A RUNAWAY

1. Usually the instructors and crew will know when a student has run away, but don't jump to conclusions. Make sure he did run away and is not in fact lost.

2. If the runaway cannot be readily located, the Course Director will call the Sheriff.

3. The Sheriff generally will put out an APB (all points bulletin).

4. The Course Director will call the parents, guardian or agency when he is sure the person has left the course without permission.

5. Upon finding the runaway, notify all concerned. The instructors and Course Director will decide, after consultation with the student, whether or not he should be permitted to return to the course.

***

☐ MOTOR VEHICLE TRAVEL

Surprising as it may seem, motor vehicle travel constitutes the greatest risk of accident faced by instructors and students. Added to the normal risks associated with today's highway travel is the fact that OUTWARD BOUND activities frequently necessitate the use of narrow, winding, and unsurfaced back roads. Accordingly, all operation and maintenance of school vehicles will be in compliance with the existing laws and the precautions outlined herein.

1. All operators must be licensed.
2. To be allowed to drive a school vehicle, you must pass a driving test.
3. Permission from the Logistics Chief must be obtained before taking any vehicle.
4. Only authorized personnel shall be allowed to ride in vehicles and should be safely seated before the vehicle starts.
5. When transporting passengers, vehicles must not be loaded beyond safe seating capacity. In an emergency, additional students may be transported if they can be secure within the vehicle.
6. All passengers shall remain seated if seating facilities permit, while the vehicle is in motion, and all passengers shall ride completely within the body of the vehicle.
7. Passengers must wait for the vehicle to come to a complete stop before dismounting or entering the vehicle.
8. Passengers shall not ride with their feet hanging out of, or over the rear or side of, any vehicle.
9. After using any vehicle, it is the responsibility of the instructor to ensure that it is swept and all trash is thrown away.
10. Scuffling or horseplay while riding in any vehicle is prohibited.
11. Every vehicle used for the transportation of students or equipment shall carry a suitable first aid kit and repair kit.
12. All trucks, pickups, buses, or vehicles transporting students must come to a full stop at railroad crossings and observe the motor vehicle laws of the state relative to coming to a full stop before entering a state highway or county road.

13. Seat belts must be used at all times.

14. Prior to each use of a vehicle check the gas, oil, water and tire pressure (including the spare).

15. Get directions from the Driver Direction File. If no directions exist record the starting point, destination, route numbers or road names, mileage from turn to turn, landmarks and total time taken for the journey.

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☐ INSTRUCTOR REPORTS

ACCIDENT/INCIDENT REPORT

Purpose

1. To develop safety consciousness and accident prevention through analysis of the causes.
2. To provide data base for determining trends and training needs.
3. To provide a record for subsequent claims.

Key Points

1. An Accident/Incident Report will be filled out:
    a. Whenever, in the instructor's opinion, a medical problem has a significant effect on a student's OUTWARD BOUND experience (e.g. severe blisters that make hiking difficult).

    b. Whenever a student receives medical attention from someone other than the instructor.

    c. Whenever an incident occurs which does not result in injury, but reveals a potential safety problem (a "near-miss").

    Refer to the form for definitions.
2. Completed reports will be given to the Course Director at the end of the course.

NCOBS ACCIDENT/INCIDENT REPORT

PURPOSE: To compile the necessary information on all safety related incidents for the Annual Safety Report at the end of the year.

DEFINITIONS:

Near Miss: Incidents which had the potential for critical injury or fatal results but resulted in no injury or injury of minor consequence.

Accident: An injury (not illness) requiring treatment beyond field resources. Example - fracture, sprain, strain, laceration, abrasion, puncture, dislocation, concussion, burn, etc.

Program Related Problem: A health problem (excluding accidents) caused or aggravated by the program or environment. Examples - hypothermia, frostbite, sunburn, dermatitis, heat stroke, gastro-intestinal, allergic reaction, acute mountain sickness, etc.

Non-program related problem: A pre-existing health problem that needed treatment after the student arrived. Example - dental, psychiatric, ulcer, pre-existing knee problems, pre-existing back problems, hypoglycemia, etc.

Victim: ________________________ Age:_____ Sex:______ Date:______ Course day:__

Course number: ______________ Instructors: ______________________________

Type of accident or incident: (see definition) ____________________________

Location of accident or incident: ____

____

Statement of how accident occurred: _______________________________________

____

Apparent injuries: ____

____

Analysis of accident and recommendation for future prevention: ___________

____

DOCTOR'S REPORT FORM
(THIS FORM MUST BE RETURNED TO NCOBS)

Note to Doctor: Please fill this out completely as it is important for our records. Thank you.

Name of Doctor and/or hospital: ____________________

Medical diagnosis or impressions: ____________________

____

Medical treatment: ____________________

____

Remarks and recommendations: ____________________

____

Do you wish to see this student again for the illness or injury? ________

Is there any reason why this student cannot participate fully in the Outward Bound Program because of this injury: ____________________

____

Signature: ____________________ Date: ____________________

For the hospital:

Name of insurance company: ____________________ Policy No. ______

If student has no insurance policy, please bill NCOBS, Box 817, Morganton, North Carolina, 28655.

Any additional information and/or comments: ____________________

____

____

To be filled out by NCOBS (Course Director):

Action taken: ____________________
(was student returned to course, hospitalized, sent home, or what?)

How many days of activities did the student miss? (not including the day of the accident) ______________

COURSE QUESTIONNAIRE

Purpose

1. To provide an opportunity for the student to evaluate the school, course and the instructors and to offer suggestions for improvement.

2. To enable the school to improve and adjust the program, keeping it relevant to the expressed needs of the students.

Key Points

1. Students will complete a questionnaire during the last day or two of the course.

2. Instructors will summarize the questionnaires and turn in the summaries together with their own recommendations to the Course Director.

3. The Course Director will prepare a course report summarizing the crew questionnaire and his observations and recommendations and submit the report to the Program Director.

4. The necessary action is taken and reported to the staff prior to the next course by the Director or Program Director, and to students via the alumni newsletter, discovery.

N.C.O.B.S. COURSE QUESTIONNAIRE

Purpose: To help us improve future courses by compiling your comments.

1. Was the pre-course information adequate? Specifically -

	YES	NO*
- clothing ..		
- physical training ..		
- selecting and breaking in boots ..		
- personal motivation ..		
- course description ..		
- travel information ..		
- other (please list at the end of this form)..		

* IF NO, PLEASE AMPLIFY

2. Did you want to come to Outward Bound? YES/NO

3. Was the course what you thought it would be? YES/NO

4. Indicate whether you thought these activities were

	GREAT	O.K.	CRUMMY*
- expeditions - training ..			
- main ..			
- final ..			
- canoeing/rafting ..			
- dip ..			
- climbing - Rocks I ..			
- Rocks II ..			
- Rocks III ..			
- Tablerock/Whiterock ..			
- ropes course ..			
- service ..			
- morning run ..			
- readings ..			
- group discussions ..			
- initiatives - wall ..			
- beam ..			
- initiative run ..			
- solo ..			
- orienteering ..			
- marathon ..			
- zip ..			
- other (please name) ..			

* IF CRUMMY, PLEASE AMPLIFY

5. Did the course fill your needs in terms of:

	YES	NO*
- development of physical fitness ..		
- group interaction ..		
- new skills acquired ..		
- self reliance ..		
- opportunity for responsibility ..		
- mental development ..		
- other (please specify) ..		

* IF NO, PLEASE AMPLIFY

6. Please add any comments at the bottom of this form which may help us make the course better.

7. Is there anything you feel your instructors or other staff should have done differently?

IMPRESSIONS STATEMENT

Purpose

1. To enable students to express their thoughts and feelings about what their OUTWARD BOUND course has meant to them.

2. To provide a written account of the student's experience for possible subsequent use by schools, employers, and OUTWARD BOUND as the student desires.

Key Points

1. This is an important activity which must not be rushed (plan on at least two hours).

2. The Impressions Statement shall:

   a. Include the name of the student.

   b. Be composed during the last two days of the course.

   c. Take any neatly written form or be any length.

   d. Focus on personal challenges faced and the impact on the individual.

   e. Be read by instructors and discussed if necessary with the student individually, or with the group, depending on the level of trust and openness the crew has attained.

3. The instructor should be prepared to assist students who have difficulty in writing or spelling, and consider recording the verbal impressions in such cases.

4. When possible, the school will request a follow-up impression several months later.

5. One copy is kept by the student and one copy is given to the Course Director at the end of the course.

STAFF EVALUATION FORM

Purpose

1. To provide Instructors and Assistant Instructors with feedback on their strengths and weaknesses, so that they can continue to grow.

2. To aid in future staffing decisions.

Key Points

1. Course Directors fill out this form with their Instructors, and Instructors will fill it out with their Assistants. It can also be helpful for the Instructor to evaluate the Course Director, and the Assistant to evaluate the Instructor, but those need not be turned in.

2. The form will be discussed with the person being evaluated, and they may wish to write a comment on the reverse of the form.

3. Whenever possible, give a specific example of what a person said or did.

4. It is difficult for most of us to talk to someone about areas that need improvement. But Course Directors and Instructors, along with their other duties, have a specific responsibility to train those who work under them, and a necessary part of that training involves feedback about performance.

5. These forms are collected by the Course Director and turned over to the Program Director at the end of the course.

NCOBS STAFF EVALUATION FORM

PURPOSE: To provide feedback for self-improvement, and to help the Program Director make staffing decisions. (Course Directors will evaluate Instructors; Instructors will evaluate Assistants.)

Employee's name ______________________________

Course number and position ______________________________

1. In my opinion, this employee's strong points or greatest assets are ______________________________

2. Areas in which additional attention could enhance his/her performance or value to Outward Bound are ______________________________

3. What practical or concrete plans/ideas do you recommend this person consider for upgrading areas mentioned in number 2. (e.g. E.M.T. Course, Rockcraft Seminar, counseling courses, more practice teaching) ______________________________

4. Compared with other staff in this role I would rate this employee as follows (circle one):

    a. Superb - one of the best two or three I have seen.
    b. Very good - a capable all round employee.
    c. Good - a satisfactory employee with important strong points.
    d. Fair - a marginal employee who should devote their energies to enhancing their strong points and correcting limitations.
    e. Poor - an employee not adequately suited for this Outward Bound position.

5. This person is/is not (circle one) ready for more responsibility - e.g. Assistant to Instructor.

6. This evaluation is based on: Personal observation/what others have told me (circle one or both).

7. I feel I know this person: Very well/fairly well/only slightly (circle one).

8. Please put additional comments on the back if necessary.

SIGNED (by evaluator) ______________________________ DATE ____________
NAME and POSITION (please print) ______________________________

NCOBS INSTRUCTOR'S COURSE CRITIQUE

Purpose: To make us more responsive to the problems and needs of the crews and instructors during the course. Please be as specific and detailed as you can .. give examples whenever possible. This sheet will take the place of that part of the final course debriefing that deals with these questions. Hopefully this will give more time in the final meeting to discuss topics affecting all instructors, teaching techniques, student problems, etc.

Course Number: ____________________ Date: ____________________

Type of Course: ____________________(Standard, 9-day, etc.)

Precourse Preparation: Did you feel ready to start the course in terms of scheduling, energy level, routes, etc.? ______

LOGISTICS

Food: ____________________

Equipment: ____________________

Resupplies: ____________________

Vehicles: (Include maintenance problems) ____________________

PROGRAM ACTIVITIES

In-Camp Block: (Rocks, ropes, initiatives, orienteering, zip, etc.)

____

Expedition Routes: (Were they appropriate, private land problems, descriptions of new routes, etc. ____________________

____

Canoeing or Rafting: ____________________

Service Project: ____________________

Solo: (Was solo site a good one/should we use it in the future? ________

____

SUPPORT STAFF

Did you feel you got what you needed physically and mentally/emotionally from:

Climbing Staff: ____________________

Course Director: ____________________

Course Director Assistant: ____________________

Kitchen Staff: ____________________

Office Staff: ____________________

Good Points: (What went well for you and your crew that we should work on preserving) ____________________

PLEASE PUT OTHER COMMENTS ON THE BACK.

EXPEDITION WRITE-UPS (new routes only)

Purpose

To gather information on possible expedition routes.

Key Point

Fill out the expedition write-up form on any new expeditions, and give it to the Course Director.

***

☐ COURSE DIRECTOR'S REPORT

At the end of the course each Course Director should submit a report of the significant things that happened. As a general guideline, when in doubt, include it. More specifically, the report should contain information on the following, if applicable:

1. Identifying Information - Give the course number, dates, location, your name, the name of your Assistant, and the names of the Instructors and Assistant Instructors.
2. Pre-course Preparation - Were there any problems with:
    a. The schedule.
    b. Getting or using permits.
    c. Setting up service projects.
3. Logistics - Any problems with equipment, food or resupply, or vehicles?
4. Program - Any problem with the schedule itself, or any of the activities on the schedule? Comment on the length and appropriateness of expeditions and for new expeditions, turn in a map marked with the route, campsites, springs and travel time between points.
5. Service - Include a short description of what each crew did. New projects should be recorded in the Service Project Book.
6. Early Departures - Give the name, date of departure and reasons for leaving.

7. Safety - Submit an accident report for each accident and near miss, and discuss the potential hazards.

8. Course Impressions and Course Questionnaires - Read each Course Impression and indicate any that the Program Director should read. Read and summarize the Course Questionnaires. Submit the Impressions and Questionnaires as part of this report.

9. Staff Evaluation - The Instructors should evaluate the Assistant Instructor and discuss that evaluation with the Assistants and with the Course Director. The Course Director should evaluate the Instructors and discuss that evaluation with the Instructors and the Program Director. The evaluations should be submitted as part of this report.

10. Good Points - Were there any areas of the course that went unusually well, or are there people who deserve special thanks? Include people additional to NCOBS staff if appropriate.

11. Suggestions - Is there anything that can be done to make your job go more smoothly?

Don't limit yourself, of course, to the above points. Comment on anything that you feel is significant.

***

☐ PUBLIC RELATIONS

NCOBS is in a unique situation in that our expedition areas cross a great deal of privately owned land. Efforts have been made to secure permission to travel over private tracts, but from time to time, people may become upset with a group passing through their property. NCOBS crews should *always* treat each likely looking piece of private land as a "first time across it" situation and send a delegate up to *ask* permission. Almost all of the folks in western North Carolina are hospitable and there's a good chance that the delegate will be asked to come in the house, sit a spell and maybe even eat some supper. Meeting local mountain people is very much a part of the course, and anything you and the crew can do to help public relations will ensure stronger ties in the future.

Some helpful hints:

1. Don't pick the person with the most "way out" appearance for the delegate.
2. Try offering to rebuild a stone wall or something as part of your expedition.
3. Be sure to always leave gates the way you found them.
4. Be careful not to destroy fences when crossing them.
5. Carry school literature with you in case someone you meet is interested.
6. Invite them to visit the school.
7. Drive courteously. People quickly learn to associate the vans and orange packs with NCOBS.
8. Don't argue with land owners who appear irrational and irate.

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☐ PINS AND CERTIFICATES

OUTWARD BOUND pins and certificates will be awarded to students for successful completion of standard, 9-day and semester courses.

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Activities

☐ INTRODUCTION TO ACTIVITIES SECTION

The material presented in this book is considered to be all the information that you and the students are REQUIRED to know to complete a safe and satisfactory OUTWARD BOUND course. Background and additional information may be found in the Field Manual.

The subject matter is presented in a suggested teaching sequence. However, provided the information is covered, you may prefer to use your own teaching presentation.

SAFETY POLICIES ARE INDICATED BY AN ASTERISK (*).

You must be aware of all safety policies and the instructor considerations before presenting any activity.

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☐ SAFETY GUIDELINES FOR ALL COURSES

1. Safety policies shall apply regardless of the skill level of the students.

2. A safety briefing which sets an appropriate tone shall be a part of every potentially dangerous activity.

3. No individual will be placed in a position of responsibility for the safety of others without first having received specific instructions and demonstrated the ability to perform satisfactorily to the appropriate supervisor.

4. Staff operationally responsible for students are required to be personally familiar with and trained on the types of terrain upon which program activities will take place, e.g. rock climbs, water areas, expedition areas, etc.

5. Program activities will conform to applicable state and federal regulations and standards.

6. No one may participate in any activity sponsored by OUTWARD BOUND without the specific permission of the Director or a designated representative.

7. Students shall not be permitted to participate alone (i.e. on his own, away from the group or instructor) in any of the following planned activities:

   - Mountaineering
   - Rock Climbing
   - Swimming or Drownproofing
   - Boating of any kind
   - Rafting
   - Caving
   - Expedition travel
   - Ropes course

8. All personnel shall wear helmets when rock climbing.

9. Students shall be protected by safety devices and techniques in situations where appropriate.

10. First aid and emergency evacuation materials will be present during all potentially dangerous activities.

11. The instructor - student ratio will not exceed 1:6 for any potentially dangerous activity.

12. Notification, search, rescue, and first aid orientation will be conducted during all courses.

***

☐ BICYCLING

PURPOSE

1. To adapt the Outward Bound experience to regions that are not totally wilderness.
2. To use the resources of a large area, with a variety of geographic regions, historic sites and contact with local inhabitants.
3. To impart knowledge and skills transferable to the daily lives of students.

TEACHING OUTLINE

A. INSTRUCTOR CONSIDERATIONS

1. Cycling course areas are not wilderness. You will be passing through towns with stores, telephones, etc. Therefore, it is more difficult to create a sense of group cohesion and dependence on fellow crew members for support. You must create an atmosphere wherein students accept reasonable restrictions on spending money, phone calls, candy, etc. Students must understand why those restrictions exist in terms of Outward Bound philosophy and techniques.
2. Use the non-wilderness creatively. Historic sites, local attractions, and geographic features can be used along the route to add to the course.
3. Cycling is a lonely endeavor. You will need to pay special attention to off-bike time, encouraging group participation and communication, getting to know students personally, etc. There is much skills teaching to do, but don't let that dominate your time.
4. Spread out bicycle maintenance sessions over several days. Start with the easiest repairs then move to more complicated procedures. Encourage students who have not worked with tools before; they may shy away from bicycle maintenance and this is an integral part of the course.

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ICYCLING Continued ..

. PRESENTATION

1. SAFETY:

   a. Cycling procedures:

      - A daily individual bicycle safety/maintenance check will be made by each person before departure, including brakes, tires, derailleurs, quick-release levers, pack straps and loose nuts and bolts.
      - Travel will be in groups of 3 or 4. Each group will maintain a minimum of 250 yards apart, or the distance traveled in 1 minute. Within a group, cyclists will maintain a 3 bicycle length interval.
      - Each person will maintain visual contact with the cyclist behind.
      - The instructor (on training expedition) or crew leader for the day will ride sweep. The sweep and the rider immediately ahead of him will carry first aid and bicycle repair kits.
      - A crew member will be designated as point and no rider will pass him/her during the course of travel.
      - All riders will wear luminescent vests and helmets.
      - The point rider will conduct a check stop at least once every hour, at which time the entire crew will gather.
      - Check stops, rest stops, equipment repairs and all other activities off bikes will be made at a safe distance from the road - at the least, off the shoulder.
      - At any junction which entails a change of route, riders will stop (if necessary) to signal the rider who follows. The signal must be acknowledged before proceeding.
      - In the event of a major equipment breakdown, the crew may be divided at the discretion of the instructor. This decision is predicated on the following:
        - . The minimum number of the crew to continue is 4.
        - . Sufficient first aid and repair materials accompany

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the crew that continues traveling.

  - The minimum number of the crew remaining at the breakdown site is 3.
  - The time and site designated for the crew's rendevous.

- Standard traffic rules will be obeyed by cyclists, including the use of hand signals.
- Riding is prohibited:
  - At night (from 1/2 hour before dusk until 1/2 hour after dawn).
  - When visibility requires cars to use headlights.
  - During electrical storms.
  - During heavy rainfall (determined by visibility and the safe functioning of equipment). In the event that rain continues for hours or days, safety considerations should override the time and distance planning of travel

b. Road Hazards:

- Shoulders - there is usually a drop at the edge of the pavement. Do not ride so close to the edge as to fall off. If you do drop onto the shoulder, try to maintain balance and glide to a stop. Do not try to pull back on to the pavement.
- Railroad crossings - the groove in the pavement next to the tracks will eat a bicycle wheel. Slow down and cross perpendicular to the tracks. If the tracks are at a sharp angle to the road, get off the bike and walk across the tracks.
- Gravel roads - usually the most scenic and least traveled route but you must ride slowly and pay special attention to keeping the bike under control. Gravel/sand/dirt roads also require bikes to be cleaned more often (chain, freewheel, crankset, etc.).
- Bridges - crosswinds on long, open bridges (e.g. Outer Banks) can be dangerous. There are no shoulders and they are usually narrower than the road, causing closer interaction with traffic. Use discretion as to whether to ride

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or walk across bridges.

- Dogs - if a dog is being particularly aggressive, dismount and keep the bike between you and the dog. A high speed collision with a dog will hurt you much more than the dog. If you are bitten, make every effort to identify the owner. If you can't, contact the police or the Health Department. The possibility of rabies must be considered.

- Traffic - the most obvious and uncontrollable road hazard. Being "right" won't matter if you are hit - defensive riding is essential. Keep in mind that you have limited visibility, a low road presence and even if a driver sees you, it may not register with him: a driver is conditioned to watch out for cars and trucks, not cyclists. You must practice riding in a straight line ("tracking") near the edge of the road; quickly glancing behind you, without swerving, to check for oncoming cars; and using your ears to warn you but not depending on them (other noise may block out the noise of oncoming cars).

- Wet roads - keep in mind that it takes 2 - 5 times as long to stop on wet roads. Adjust speed and spacing accordingly.

2. EQUIPMENT:

a. Students will bring the following:

For this course your bike must have:

- 10 - 15 speeds
- Turned-down handlebars
- A weight of 30lbs or less
- A rat trap luggage carrier with a device to keep the carrier from slipping down onto the tire.
- Heavy duty clincher tires, 27"X11/4". (Not tubular tires)
- Rear reflector
- A good, light pump that attaches to the bike frame and fits your tires
- Toe clips and straps
- A repair kit including:
  - . Freewheel tool specific to your bike
  - . Small screw driver and 6" adjustable wrench
  - . Spare tube and patch kit
  - . 4 extra brake blocks
  - . 5 spokes
  - . 4 cotter pins for your cranks or cotterless crank remover for your cranks
  - . Freewheel with 14 - 32, 14 - 34 or 14 - 36 teeth

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BICYCLING Continued ..

Optional but recommended:

- Tire pressure gauge
- Lightweight fenders
- Cloth tape for handlebars

b. NCOBS will issue:

- Bell bicycling helmet
- Luminescent vest
- Panniers and handlebar bag
- Water bottle and rack
- Camping equipment
- Tool and repair kit with spare parts

3. MAINTENANCE:

a. First session, first day before the first ride:

- Contents of tool and repair kit.
- Adjust the bicycle to the rider. Some rules of thumb:
  - . Seat height - when toes are in toeclips and with foot extended, knee should be slightly bent. Be sure 2" of stem is in tube.
  - . Seat position - tilted slightly forward. Adjust forward or backward on post until distance from front of saddle to crosspiece of handlebar is equal to distance from elbow to tip of fingers.
  - . Handlebar height - top of stem should be same height from ground as front of seat. Be sure 2" of stem is in the tube.
  - . Handlebar position - rotate handlebars so that in "down" position forearms are perpendicular to handgrips.
  - . Position of brakes on handlebar - move to where they are easy to reach.
  - . Adjust straps on toeclips - not so tight that you can't get your foot out.

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BICYCLING Continued ..

- Daily maintenance check list:
  - Brakes - worn pads, adjustment, frayed cables, interference from carrier.
  - Tires - worn, under or over inflated.
  - Quick release mechanisms tight - wheels, brakes.
  - Panniers - rack tight, load tight, straps away from spokes.
  - Derailleurs - clear spokes, won't jam chain.
  - Loose nuts and bolts - carrier, pump, water bottle, handlebar pack, seat, wheels and cranks, handlebars.

b. Second Session:

- Flat tires
- Replacing cables
- Adjusting derailleurs

c. Third Session:

- Freewheel removal
- Replacing spokes
- Truing wheel

d. Advanced Sessions:

- Cleaning and fixing broken chain
- Cleaning, packing and replacing bearings
  - Wheel hubs
  - Cranks - cotterpin and cotterless crank removal
  - Headset
  - Pedals

4. CYCLING TECHNIQUES:

a. Don't assume students will know how to ride a loaded bicycle efficiently.

b. Practice techniques on an unloaded bike early in the course.

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BICYCLING Finished ..

c. Techniques to cover:

- Shifting smoothly - theory of gear ratios.
- Tracking - riding a straight line.
- Glancing quickly behind without swerving.
- Ankling - using full extension of leg and foot.
- Toe clips - some students may be unfamiliar with toe clips and apprehensive about having foot strapped to bike. Cover removing foot while moving.
- Downshifting before stopping - anticipating downshifting on hills.
- Cycle efficiently - maintain even cadence by using gears.
- Riding with weight - how to pack bicycle, cornering with loaded bike, stopping.

5. CAMPING AND SERVICE:

a. Normally you will not be able to camp on public land. Use camping as an opportunity to contact local people.

- Always ask permission.
- Plan ahead so that you stop while it is light enough that if you are refused at first, you can find another campsite.
- Carry Outward Bound literature to give to the landowners.
- Be sure that when you leave the campsite it is in better condition than when you arrived.
- Never cook, or light a candle, inside a barn.

b. Only camp in a campground as a last resort (e.g. KOA).

c. Make service an ongoing project. Offer to help a landowner fix a fence, clear brush, etc. Make it clear that it is not payment for camping on his land, but for the reward of service to others.

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☐ CAMPCRAFT

PURPOSE

1. To provide an opportunity to become more self-reliant, efficient and effective in wilderness living.

2. To provide opportunities for shared tasks that stimulate group interaction.

3. To present situations which test a student's initiative, humor, responsibility and willingness to perform routine work, especially when tired.

4. To instill the attitude that one can live with enjoyment and comfort in a natural environment without harming it.

TEACHING OUTLINE

A. INSTRUCTOR CONSIDERATION

1. Remember that the attitudes and values you impart to your students will be what they take back home and put into use.

B. PRESENTATION

1. GENERAL CONSIDERATIONS:

   a. Camp before dark when possible, providing time to get comfortable, eat properly and get needed rest.

   b. When choosing a site consider:

      - Availability of water.

      - Protection from the wind, rain, standing dead trees, lightning, flooding and falling rock.

   c. Divide labour so that group tasks are done first:

      - Gather wood if necessary.

      - Organize food, plan a menu and cook.

      - Erect shelters.

2. CAMP SANITATION: As soon as camp has been made designate areas for the following:

   a. Drinking water - upstream.

   b. Wash up area - downstream.

   c. Toilet facilities:

      - At least 100 yards from camp and away from the water supply.

      - Do not use flat ground.

      - Small groups - dig individual holes 6" - 8" deep with the shovel and cover well. Large groups - dig a latrine if planning to spend more than a night at a particular site.

      - Wash hands afterwards.

   d. A sump hole should be dug for waste dish water.

3. FIRE BUILDING PROCEDURES:

* a. The operation and safe use and care of stoves will be demonstrated and discussed by instructors.

   b. Consider carefully before you build a fire - can the area absorb it and do you really need it? In a well used area only use old fire scars. For new fires, remove surface layer carefully and replace it afterwards. (Refer Field Manual/Backwoods Ethics Code).

   c. Winter crews should be instructed in fire building methods.

      - Do not build a fire near to trees or boulders so as to burn or char them or damage any roots.

      - Firewood is taken first from the loose branches and sticks on the ground and only secondly from downed trees. Do not take limbs or branches from living trees or standing dead trees.

      - Pine knots, chestnut and split sticks are useful fuels in wet weather.

      - In the case of rain, keep some firewood under a tarp.

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CAMPCRAFT Continued ..

- Use up charred wood towards the end of the fire.
- Test the ashes to see if they are cold - if not they should be doused with water.
- Return removed layer of soil.
- When you leave camp there should be no signs of a fire scar, ashes or partially burned wood.

4. COOKING PROCEDURES:

a. Plan the sequence of cooking procedures with the available utensils before starting, considering which foods require more time for preparation. Each cooked meal takes at least 40 - 60 minutes to prepare.

b. Cut up large blocks of meat or cheese thereby increasing the surface area and cutting down on cooking time, and cover pots for the same reason.

c. Avoid burning. Have patience for those foods which cook best on a low flame.

d. Experiment. Do not forget to use your spice kit!!

e. Someone should be appointed or volunteer to clean up the group cooking equipment. Leaves or sand are excellent cleaners. If soap is used rinse pots thoroughly as soap is the best laxative known. Do not clean dishes and pots near the water; nor should soap be used in lakes or streams. Stress the importance of keeping pots and utensils clean.

f. Individuals should be responsible for the cleanliness of their own personal eating gear.

* g. All canteen cups and spoons must be rinsed in boiling water at least once a day.

h. It is easier to clean gear just after eating than the next morning when the food has hardened on it.

i. All drinking water taken from streams should be treated with iodine or boiled for at least 10 minutes.

j. Pack away all food at night to keep it safe from animals and rain.

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CAMPCRAFT Continued ..

5. SHELTER BUILDING:

   a. The area should be flat and as free from rocks as possible. Discuss the different ways a tarp can be pitched (e.g. lean-to, using expedition rope, A-frame between trees).

   b. Teach students the taut-line hitch.

   c. Anticipate the wind direction and slope the shelter towards the wind.

   d. Expect rain and pitch the tarp accordingly. Note the drainage and pull the corners of the tarp tight to prevent pockets of water; inspect for rips.

   e. Leave plenty of open space for ventilation to avoid condensation.

6. COLD WEATHER SLEEPING:

   a. Place the ground sheet under the ensolite pad to keep it clean (winter only).

   b. Fluff up the sleeping bag to get air into the bag. It is the dead air space that gives you insulation and keeps you warm.

   c. Take off your outer clothing and use it as a pillow.

   d. If the weather is particularly cold, wear dry, wool socks, long underwear, a sweater and wool cap to bed. More heat can be lost from your head, if exposed, than from the rest of your body. Have nothing tight where circulation could be hindered. Pull parkas and extra clothing over your body.

   e. Several people sleeping close together keep warmer.

   f. Protect your sleeping bag from getting wet.

   g. Have your flashlight available for emergencies.

7. PERSONAL HYGIENE:

   a. It is important to keep as clean as possible while on the trail.

   b. Carry a toothbrush, small tube of toothpaste, comb and a bandana for a towel.

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c. When possible, camp early enough to bathe and dry off in the sun. If bathing with soap - get wet, lather away from the stream, rinse with a pot away from the stream and then do a final rinse in the stream.

d. Socks and underwear should be washed regularly and can be fastened on to your pack to dry while hiking.

e. Promptly treat blisters, cuts and bruises to prevent infection.

8. BREAKING CAMP:

a. It normally takes a crew 2 hours to get up, eat, pack, clean up and move out. Plan on this and try to start the day on time.

b. In addition to personal packing, each person should assist with a group task.

c. Leave the site as you would like to find it:

- Burn or pack out all paper.
- Crush cans and aluminum foil and carry all trash back to the school.
- Clean up the mess of others and carry out as much trash as possible.
- Check that no trace is left of the fire area.
- The instructors or crew leader will inspect the area before departure.

d. After cleaning up, orient the group to the day's plan. Make sure everyone is familiar with the route and leave camp together.

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☐ CAVING

PURPOSE

1. To provide an optional exercise which offers the unique challenge of adjusting to dark, close underground environments.

2. To provide opportunities to apply previously learned expedition and climbing techniques to a more demanding environment.

TEACHING OUTLINE

A. INSTRUCTOR CONSIDERATIONS

* 1. A staff member must be qualified as a cave leader before taking a crew undergound. (Refer Field Manual/Requirements for cave leaders at NCOBS).

2. Proper, prior planning is necessary for a caving trip due to the fragile environment and unfamiliar terrain in which the students are about to enter.

* 3. Instruct students in the use of carbide lamps before departing for the cave.

* 4. Check the medicals for anyone with a history of claustrophobia and anticipate problems they may have in traveling through tight crawls.

B. PRESENTATION

1. HORIZONTAL CAVING: Pre-trip planning and orientation.

   a. A brief history of speleology:

      - Purposes and functions of the National Speleological Society.

      - The existence and purpose of grottos (clubs).

      - Exploration for science and sport.

   b. A history of the cave:

      - Early explorers.

      - Stories and folk tales.

CAVING Continued ..

- Mapping efforts.
- Present status.

c. Geology and life in the cave:

- Karst topography.
- Limestone regions of the world.
- Formation of particular caves.
- Formation growth.
- Cave ecology.
- Cave flora and fauna.

d. Conservation:

- Present day ethics.
- Vandalism.
- Bats and their hibernation stage.
- Touching formations may interfere with the growth process.
- Human waste will be carried out.
- Caution against dropping particles of food and carbide in the cave.

* e. Safety:

- Travel - mention walking, crawling, sliding and climbing techniques.
- Emphasize accident prevention. An evacuation underground is much more difficult than on a backpacking expedition.
- Lights - 3 sources per person.
- Groups - never travel with less than 4 people.
- Warn against the possibility of dangerous passages (breakdown, flooding, pits, etc.).

- Hypothermia - students must be instructed in recognition, symptoms and treatment of hypothermia before the trip.

- Climbing helmets offer better head protection than caving hats.

- Proper footwear, with a lug sole and ankle support, is necessary (jungle boots are ideal, tennis shoes are unacceptable).

- Proper instruction in clothing is necessary to prevent abrasions and hypothermia.

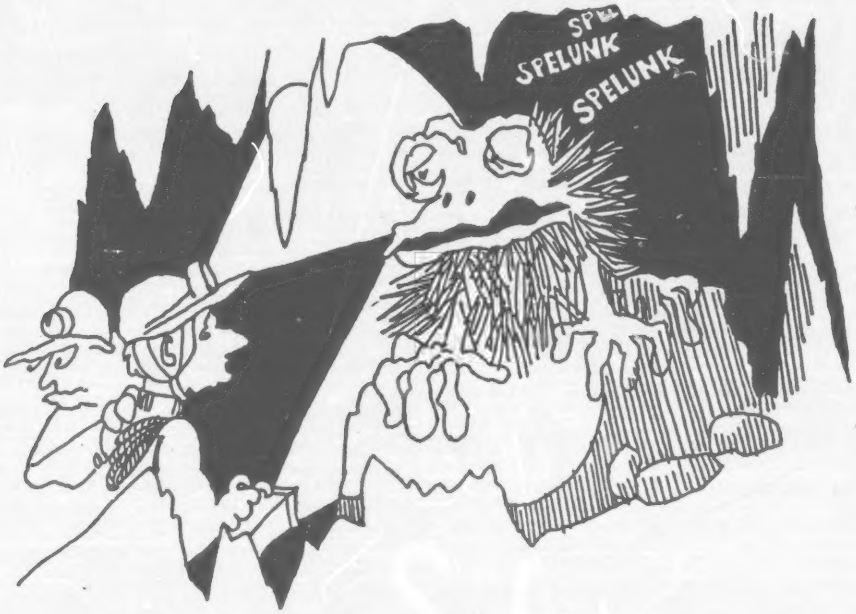
f. Public relations - in addition to the points mentioned in the "Expedition" section, the following apply to caving:

- Do not dump or bury used carbide outside a cave.

- Do not pass by people's houses late at night.

- Make sure that vehicles are parked in the proper place.

- Leave a letter with the closest inhabitants. (Refer Field Manual/Caving Section).



CAVING Continued ..

g. Equipment needed for 3 days underground for 14 people:

- An Ultimate helmet each
- 18 carbide lamps
- Candle per person
- Flashlight per person
- 2 Coleman lanterns
- 4 fuel bottles
- 2 drag bags, which include repair kits, pliers, candles and extra lamp
- Stokes litter (van)
- Folding canvas stretcher (van)
- Caving ropes - 1 Bluewater II 150'
  1 Bluewater II 50'
  1 Goldline 150'
- Sling rope and biner per person; 4 extra biners for anchors
- 2 descenders; 2 prusiks; 2 long goldline slings for anchors
- Small army shovel (step chopping only)
- 10 plastic bags for used carbide
- Sleeping bag per person
- Karrimor packs
- Canteen (full) per person
- 1 gallon water per person
- 5 additional gallons water for cooking
- First aid kit (waterproof)
- Cave maps
- Change of clothes per person
- Small towel
- Cooking equipment
- Food
- 6 full, airtight canteens of carbide
- 2 canteens for carbide lamp water
- Honey bucket - lined with 2 heavy weight plastic bags
- Ground cloth per person
- 2 rolls toilet paper
- Whistle per person

* 2. VERTICAL CAVING: Pre-trip planning and orientation. The following topics are in addition to those required for horizontal caving.

a. A brief history of vertical techniques in caving:

- Development of exploration techniques and equipment.
- Methods for descending.
- Methods for ascending.

* b. Safety:

- Edge of pit dangers (rockfall, rigging in or off, looking over).
- Waterfalls and cold water (consider paddle jackets or wet suits).
- Whistle commands (1 blast - on rope; 2 blasts - off rope; 3 blasts - emergency).

* c. Descending: Drops will be no longer than 200'. All students will be belayed while on the rope.

- Use of brake rack:
  - . Rigging in correctly and incorrectly.
  - . Controlling rate of descent.
  - . Braking off.
  - . Changing bars.
  - . Rappel with the weight of one's pack slung underneath.

* d. Ascending:

- Use of climbing harness.
- Importance of proper fit.
- Incorrect rigging (Gibbs quick release pin; carabiner placement).
- Climbing rhythm.
- Resting.
- Use of prusiks to improvise for harness failures.
- Down climbing.
- Ascending over the lip with the weight of a partner below.

CAVING Finished ..

NOTE: The additional techniques below are required for special staff expeditions of drops greater than 200' due to the lack of a belay rope:

* 1. Descending:

- Loss of control while rappelling - using the Spelean Shunt as a safety rappel cam.
- Clothing caught in rack.
- 3 short rappels (50') while on belay.
- 2 long rappels (150') while on belay. The rope should be weighted to simulate the actual weight of the rope in a big pit.

* 2. Ascending:

- Ascend long rope through pulley (up to 600').
- Tandem rescues (heel hang).
- Haul systems - team pull; Z-drag and piggyback.

For more information regarding the subject of caving the following resources will be helpful.

Depths of the Earth by William R. Halliday. Numerous true accounts of cavers and their exploration efforts in the U.S. Full of adventure and history.
Descriptions of Tennessee Caves by Larry Matthews. A supplement to Barr's book. Information on Tennessee Caves discovered since 1959.
The Exploration and Survey of Ellison's Cave, GA by Marion Smith.
Single Rope Techniques by Neil R. Montgomery. A guide for vertical caving.
Fern Cave by Donal R. Myrock.
NSS News. A monthly periodical published by The National Speleological Society.
Caves of Tennessee by Thomas Barr.
Caves by Tony Waltham. Excellent pictures. General information on caving.
The World of Caves by A. C. Waltham. Excellent pictures and general information on caving.

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☐ ECOLOGY

PURPOSE

1. To increase the students' awareness of the relationship between themselves and the environment.
2. To promote an understanding and appreciation of conservation values.
3. To enable students to travel sensitively and safely with a minimum of environmental impact.

> *It is well understood that the only decent future for us who live in America is through a rediscovery of our environment. We need to establish a right relationship with the land and its resources; otherwise, the destruction of the Indian will be followed by the destruction of nature; and in the destruction of nature will follow the destruction of ourselves.*
>
> *Touch The Earth, A Self-Portrait of Indian Existence; Compiled by T. C. McLuhan.*

TEACHING OUTLINE

A. PRESENTATION

1. THE FOUR LAWS OF ECOLOGY: Part of environmental awareness is an understanding of the relationships and processes that link each living thing to the physical and chemical environment. Barry Commoner in The Closing Circle has developed four "laws" of ecology that describe different aspects of that relationship.

   a. The First Law: Everything is connected to everything else. e.g. The ten year cycle of rabbit and lynx populations in Canada:

      - Many rabbits - lynx prosper
        Lynx numbers increase - rabbit population decreases
        Rabbit population drops - lynx die off
        Lynx die off - rabbit population increases

   b. The Second Law: Everything must go somewhere. In every natural system, what is excreted by one organism as "waste" (in nature there is really no such thing as waste) is taken up by another as food.

ECOLOGY Finished ..

c. The Third Law: Nature knows best. In contrast to the generally held idea that man can improve on nature, this law holds that any man-made change in a natural system is likely to be detrimental to that system.

d. The Fourth Law: There is no such thing as a free lunch. Because the global ecosystem is a connected whole in which nothing can be gained or lost and which is not subject to overall improvement, anything extracted from it by human effort must be replaced.

2. RECYCLING:

Base Camp: One way we deal with these ecological realities is through our recycling efforts at base camp.

a. Organic - all food wastes are to be collected and disposed of on the compost pile.

b. Metal - clean, remove label, remove top and bottom and flatten. Place in the container for collecting metal.

c. Aluminum - foil, soft drink and beer cans. Compact and place in a separate container at the school.

Recyclable metals are periodically taken to a recycling center.

d. Newspapers - collected and taken to town.

e. Except for recyclable materials and food, all our trash is collected and taken to the town landfill. Trash should be deposited in the correct places and an effort made at all times to keep these areas clean and tidy.

On The Trail: Crews should bring all trash back to the school and sort it into respective places at the end of each expedition.

***

☐ EXPEDITIONS

I. TRAINING EXPEDITION

PURPOSE

1. To provide a simplified, unfamiliar and sometimes imposing environment in which the student has to confront and solve realistic problems.
2. To provide opportunities for the application of newly acquired knowledge.
3. To stimulate group interaction.
4. To provide opportunities for students to exercise leadership.
5. To challenge the individual physically and emotionally.
6. To provide major events for the attainment of goals and the satisfaction derived from meeting them.
7. To give the student a chance to gain an appreciation of and concern for nature.
8. To provide an experience where perseverance is more important than physical courage.
9. To learn the skills necessary for an unaccompanied final expedition.

TEACHING OUTLINE

A. INSTRUCTOR CONSIDERATIONS

* 1. Instructors will accompany training expeditions.

2. Training expedition must be organized to allow sufficient time for progressive instruction in the following skills:
    - a. Food planning and preparation
    - b. Care of equipment
    - c. Campcraft
    - d. Personal protection (dress, diet, foot care, etc.)
    - e. Expedition planning
    - f. Map and compass

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EXPEDITIONS (Training) Continued ..

   g. Traveling skills (pacing, staying together)

   h. First aid and rescue (All topics MUST be covered before final)

   i. Weather analysis

   j. Expedition behavior - relations with others over extended outings.

3. Self-reliance cannot be instilled if the instructors merely lead their students through activities. Students should participate in formulating the daily plan as much as possible.

4. Ensure that all students are present when you are giving important information.

* 5. Provide direct supervision of all activities until students have demonstrated their ability to operate safely under prevailing conditions.

6. Opportunity must be provided for a thorough debriefing of the expedition.

B. PRESENTATION

* 1. ROUTE PLAN: Before each expedition a route plan, including escape routes, will be filed with the Course Director.

* 2. DIVIDING GROUPS: Expedition groups will not divide except in an emergency or unless approved by the instructor.

* 3. EQUIPMENT: Each group must carry a flashlight, compass, whistle, map, matches and first aid kit. Make sure the first aid kit is resupplied and that you/students can account for medications and supplies used. Know what was used and why.

4. CLOTHING: Be sure that each person has adequate spare clothing, including 2 pairs of socks, 1 wool shirt, 1 pair of long pants, wind jacket and poncho. Extra wool clothing is necessary in winter beyond that mentioned above.

5. CAMPING PRACTICES: Good camping practices should be maintained at all times to ensure the health of the crew.

* 6. WATER: All water found on the trail must be treated with iodine.

EXPEDITIONS (Training, Main) Continued ..

7. PRIVATE LAND: Do not cross private land without asking permission.

* 8. REVIEW EMERGENCY PROCEDURES: Review the section on Emergency Procedures in this handbook and be sure both you and the students know the recommended procedures.

II. MAIN EXPEDITION

PURPOSE

1. Refer to Training Expedition "Purpose" Nos. 1 - 9.
2. To complete teaching of necessary skills.
3. To test skills necessary for unaccompanied final expedition, while still accompanied by instructors.

TEACHING OUTLINE

A. INSTRUCTOR CONSIDERATIONS

* 1. No expedition will be independent of its instructor until it has had training and practice in map and compass, first aid and campcraft skills.

2. Main expedition should be long and hard, with at least one dawn to midnight day and at least one long bushwhack.

3. Instructors should be working towards a point that will allow their students to participate in a demanding experience and make their own decisions without compromising safety.

4. Instructors should continue to help develop relationships within the crew. Evenings usually provide a good time to reflect and talk and work on conflicts that may have developed.

5. Main expedition should include a variety of problems to test the crew's skills e.g. a difficult bushwhack which requires intensive map and compass, river crossing which involves the entire group in decision making, mock rescue, night hike, etc.

6. Be imaginative and think of activities to interrupt hiking, such as mobile initiatives, silent walk, walking hand in hand with no light, spend some time in a tree, etc.

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XPEDITIONS (Main, Final) Continued ..

7. Opportunity must be made available for a thorough debriefing of main expedition.

. PRESENTATION

1. REPETITION: Even though the necessary instructional and safety information may have been presented during training, do not assume that students will retain it all; some repetition is crucial.

II. FINAL EXPEDITION

PURPOSE

1. Refer to Training Expedition "Purpose" Nos. 1 - 8.
2. To provide an opportunity for the crew to put into practice, independent of their instructors, the outdoor and leadership skills that were learned on training and main expeditions.
3. To provide an opportunity for the students to take sole responsibility for their decisions.

TEACHING OUTLINE

INSTRUCTOR CONSIDERATIONS

1. Final expedition will be planned in accordance with the safety policies.
2. Final expedition routes will be approved by the instructors and the Course Director prior to departure. Checkpoints, escape routes and timetables must be clearly understood. The selection of the route will take into account the terrain, weather, student capabilities, time of year, availability of check points and the problems of evacuation in the case of an emergency.
3. There will be at least one student capable of assuming leadership in each group.
4. Four shall be the minimum number of students in each expedition group and this group must stay together except in an emergency.
5. Final unaccompanied expeditions will last no longer than 4 days.

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EXPEDITIONS (Final) Continued ..

6. Do not always expect students to do what has been planned. Final expedition sometimes provides students with an opportunity to be creative as to their behavior and method of travel.

7. A thorough debriefing of final expedition is important in helping the students tie together and learn from their experience. Several hours should be allowed for this.

B. PRESENTATION

1. PHILOSOPHY/CHALLENGE: Discuss the spirit and philosophy of final expedition with the crew, including personal challenge and growth, group interaction and application of skills.

2. PLANNING: Students should plan as much of their final expedition as possible, after the instructors have set the goals and guidelines.

3. TRAVELING AFTER DARK: Try to avoid traveling after dark but if it is necessary, be particularly careful about keeping the group together.

* 4. HAZARDOUS TERRAIN: The crew should not traverse terrain more hazardous than that previously covered with instructors. Review all special hazards and precautions. Do not negotiate any terrain that requires the use of a rope and students should not attempt a major stream crossing unless thoroughly familiar with the technique.

* 5. CHECK POINTS: Each group will be checked at least once every 24 hours. Search procedures will be initiated after 12 hours loss of contact. The crew must reach all the check points and leave a note containing relevant information as to their condition and progress. Include the crew number and names of the instructors to prevent confusion with other crews. Destroy the cairn after the check. Telephone final checks may also be used if appropriate for a particular crew.

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IV. EXPEDITION EQUIPMENT

1. Personal Clothing:

Boots, medium weight to heavy, lug soles
2 pair wool socks, 2 pair light socks
Wool shirt or sweater
1 long sleeved work shirt
1 pair long pants (cotton work pants or army fatigues)
1 pair shorts
2 tee shirts
2 pairs underwear
Wool hat
Light weight windbreaker
Bandana

Students are asked to bring extra woolen clothing if their course starts before May 1 or after September 1.

2. Personal Equipment:

Pack
Sleeping bag
Inner sleeping bag+
Poncho
Locking carabiner
Sling rope
Whistle
Compass
Match case
Journal
Water bottle
Canteen cup
Spoon
Stuff sack
Pack liner
Ground cloth
Iodine bottle
Insulating pad+
Cagoule+
Gaiters+
Mittens+

3. Crew Equipment:

2 111B stoves
1 123 R stove
4 pots
2 funnels
4 fuel bottles
2 serving spoons
2 spatulas
1 gallon water bottle
1 first aid kit
1 shovel
3 tarps or tents+
2 frying pans
8 spice containers
1 trail foods cook book
1 Tree book
1 Flower book
1 expedition rope
1 soap canteen/soap
1 stove repair kit
1 burlap trash bag
Trash liners
4 map cases
Maps
Cord
Candles

+ Issued for the January course.

EXPEDITIONS (Equipment, Food) Continued ..

TEACHING OUTLINE

A. INSTRUCTOR CONSIDERATIONS

1. It is up to the instructors to instill in the students a responsible attitude towards their equipment.

2. An Equipment Checklist is included in the bin and if you have any questions find a logistics person to help you.

B. PRESENTATION

1. EQUIPMENT ISSUED: The equipment listed under "Personal Equipment" and "Crew Equipment", will be issued to students by the school.

2. STUDENT RESPONSIBILITY: Students must be made aware that gear lost or damaged due to negligence will have to be paid for by them. Students are asked to sign the back of the Equipment List sheet to signify their understanding of this responsibility.

V. FOOD

TEACHING OUTLINE

A. INSTRUCTOR CONSIDERATIONS

1. Crews will be given a food supply list and a trailfoods cookbook for each expedition. Use the cookbook to familiarize yourself with nutritional needs and the rationale for the trail food issued and encourage students to do the same during training expedition.

2. Some students may never have cooked for themselves and most will have a limited understanding of human nutrition.

3. Organizing food provides a good group situation and interaction.

B. PRESENTATION

1. IMPORTANCE: Food takes on an increased importance when backpacking in the wilderness. It is literally the fuel that keeps the human machine functioning.

2. DIETARY NEEDS: The body requires a balanced diet of protein, fat and carbohydrate. Vitamins and minerals are required for any prolonged period of time. When planning a menu consider the following:

   a. Proteins - for maintenance and building of body tissues - meat, fish, cheese, milk, eggs and nuts.

   b. Fats - for basic energy; are less easy to digest - bacon, margarine, nuts, cheese and eggs.

   c. Carbohydrates - for quick energy; are easy to digest - jelly, candy, cereal, bread, rice, macaroni, dried fruit and vegetables.

3. MORALE: Morale and energy will drop if proper attention is not given to food preparation and eating.

4. PLAN: Plan to eat at least 3 meals a day and supplement these with snacks. Try to make 2 of these meals hot or at least have hot drinks with them.

5. EAT WISELY: Eat a large breakfast, medium lunch and try and avoid "loading up" at dinner.

6. DEHYDRATION: Beware of dehydration during both the summer and winter. Drink a lot in the morning and evening and at frequent intervals during the day. Signs of dehydration include headaches, nausea, lethargy and infrequent urination.

VI. WEATHER

TEACHING OUTLINE

A. INSTRUCTOR CONSIDERATIONS

1. Pass on to students any knowledge you have of weather forecasting, as it can make them more observant and appreciative of the natural world around them. For more information refer to Eric Sloane's Weather Book which is kept in the Program Trailer.
   Get the weather forecast before each expedition. For Burke County call 874-3050

B. PRESENTATION

1. ALWAYS BE AWARE: Weather hazards should be constantly considered and treated with respect.

2. SELF PROTECTION: Specific instructions will be given in self protection against weather hazards and will include actions to avoid problems, as well as procedures to be followed in the case of an emergency. Instructions will include:

   a. Clothing appropriate to expected weather conditions.

   b. Types of shelters available in a particular area or those that can be erected appropriate to the weather expected.

   c. Techniques for use in case of: - heat and cold related problems
      - serious shortage of drinking water

   d. Travel techniques for severe weather conditions.

   e. Diet appropriate to weather and climate.

VII. LIGHTNING

TEACHING OUTLINE

A. INSTRUCTOR CONSIDERATION

1. The nature of our program areas and activities place our students in areas where lightning is a potential hazard.

B. PRESENTATION

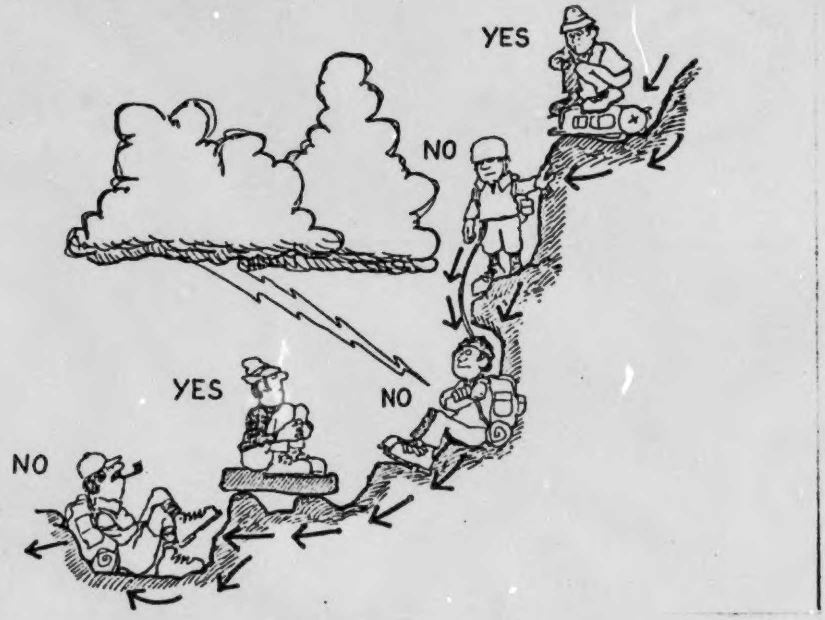
* 1. HOW TO MINIMIZE DANGER: Crews should be made aware of the dangers of lightning and how to minimize this danger.

   a. Avoid summits, ridges and trees during lightning storms.

   b. Avoid overhanging rocks.

EXPEDITIONS (Lightning) Finished ..

c. Have on boots and crouch on dry insulating material if possible (packs). Feet should be kept close together and hands kept off the ground.



Body position and location in an electrical storm indicating relative safety from ground currents. (Arrows show probable paths of ground currents.)

2. DIRECT HIT/GROUND CURRENT: There is a danger from both of these.

3. FIRST AID: Electrical currents through the body may cause burns, involuntary muscle contraction, stoppage or fibrilation of the heart. First aid measures may include artificial respiration, CPR, treatment for traumatic shock and burns.

4. CALCULATING DISTANCE OF STORMS: Distance, in miles, of approaching electrical storms may be calculated by timing the interval between the flash and the following thunder and dividing this number by 5.

Note: For further information on lightning refer to the Field Manual/Lightning Supplement.

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☐ FIRST AID

PURPOSE

1. To foster an attitude of safety consciousness in order to prevent accidents and situations which demand medical attention.

2. To increase the student's self-confidence in potentially dangerous situations.

3. To teach students to react quickly and effectively in the case of a critical (death producing) situation or accident.

4. To teach students proper and suitable procedures for non-critical first aid problems and situations.

5. To structure first aid problems and training situations which provide opportunities for group interaction and individual decision making while under stress.

6. To teach a skill which students can use in service to others.

TEACHING OUTLINE

A. INSTRUCTOR CONSIDERATIONS

* 1. Every Outward Bound instructor must, as a minimum, have the knowledge and skills required for the Red Cross Standard First Aid Certificate.

* 2. The use and contents of the first aid kit will be discussed with students at the earliest opportunity during the course - preferably Day 1.

* 3. First aid training is a continuous process and best carried out in a series of short time blocks BUT procedures for critical situations must be covered before students undertake an unaccompanied expedition.

4. Be creative in your presentations.
    - a. Relate stories of problems and incidents.
    - b. Use qualified crew members to assist with presentations.
    - c. Utilize existing injuries, such as blisters, sprains, burns, etc.
    - d. Use simulations and situations.

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FIRST AID Continued ..

5. Simulations: A simulation is an "arranged" accident which is presented to the crew as a real accident. It is done to show the importance of learning first aid and to allow the individuals in the crew to discover how they react at a critical moment. It is never done more than once to the same crew.

   a. For a simulation to be effective, careful planning and preparation must be done.

   b. When debriefing a simulation don't let the conversation drift toward specific treatments.

   c. It can be done before a particular first aid topic is introduced, in order to instill the need to know, or afterwards to see if the crew can put the knowledge into practice.

   d. Never do it as a joke and be sensitive to the students' feeling of "being tricked". Emphasize that we have a serious reason for doing it and will not do it again.

   e. It is very important that the crew all arrive at the scene at the same time. That way they are all under the stress of having to perform or take charge.

   f. Try to use a victim they have never seen before. Then they won't know what kind of reaction to expect from the victim.

   g. For a good effect have the victim act as realistically as possible.

   h. Mortician's wax and artificial blood make realistic wounds.

   i. Ask everyone if they are all right afterwards. Watch for signs of shock.

   j. Alert the basecamp beforehand and when it is over.

   k. Call it off whenever the initial shock is over.

   l. Inform your crew not to tell other crews. Also, don't do it when another crew is around or they may respond first.

6. Situations: A situation is an "arranged" accident which is presented to the crew as an "arranged" accident. It is done to teach various aspects of first aid and may be done several times during a course.

FIRST AID Continued ..

7. Each crew member should be given the opportunity to demonstrate his/her understanding of the respective first aid topic.

* 8. CPR will not be taught to students by instructors. It should be mentioned that such a technique exists but it cannot be taught effectively in the field without the proper equipment with which to practice.

B. PRESENTATION

PREVENTION IS BETTER THAN CURE.

1. BACKGROUND SESSION:

   a. The importance of first aid and accident prevention:

      - It enables students to care for themselves and others.
      - Discuss the problems of isolation.
      - * The first aid kit should be assigned to a specific student each day and everyone should know who has it. The first aid kit and emergency equipment, where appropriate, will be present at all activities.

   b. Contents, use and care of the first aid kit:

      Examine and explain each item, including:

      - Mountaineering First Aid by Mitchell.
      - A list of the kit contents.
      - The NCOBS First Aid Information Booklet.
      - The NCOBS Accident/Incident Report and Doctor's Report.
      - The NCOBS Emergency Information Report.

      Keep the kit clean, tidy, available, fully stocked and in good condition at all times.

FIRST AID Continued ..

c. Standard procedure for emergency care:

Note: This procedure is also listed in the Student Journals.

- Survey the situation, keep calm. Examine the patient in the position found.
- Follow the examination sequence in Mountaineering First Aid.
- Treat both the victim and witnesses for shock if necessary.
- Reassure the victim and assign someone to constantly monitor the vital signs.

2. SUBSEQUENT SESSIONS:

a. The use of Mountaineering First Aid by Mitchell. This book is the standard NCOBS reference. Always refer to this book and encourage students to use it in all situations.

Some information is not discussed in Mountaineering First Aid but is included in the following sections.

b. Critical situations: Teach the techniques for critical, life threatening situations first.

Note: Although not a life threatening situation, the identification and treatment of blisters should be one of the first topics covered. It is one of the most common first aid problems we have. If not treated properly and immediately, it may prevent a student from completing the course. (Refer below).

In teaching sequence:
- Victim examination - primary survey
- Artificial respiration
- Bleeding
- Anaphylactic shock (refer below)
- Shock
- Spinal injury
- Head injury
- Burns
- Heat stroke
- Snake bite (refer below)
- Hypothermia

c. Non-critical situations: In suggested teaching sequence.

- Victim examination - secondary survey
- Blisters (refer below)
- Sprains/fractures/dislocations
- Infections (refer below)
- Diarrhea (refer below)
- Poison ivy (refer below)
- Sunburn/heat exhaustion
- Frostbite
- Insect stings (refer below)
- Tick fever (refer below)
- Hyperventilation (refer below)
- Tendonitis (refer below)

d. The following topics are discussed either because they are not covered in Mountaineering First Aid or because our policy differs from, or expands on, the stated treatment.

BLISTERS: Are usually caused by abrasion of the skin, most commonly on the heels, toes or balls of the feet. Poorly fitting or new boots, wadded socks and hard hiking, all tend to promote blisters. Prevention centers around frequent checking of feet and protecting even the slightest hot spot with tape or moleskin before a blister forms. Foot inspection should be done every couple of hours for the first few days of hiking and the buddy system practiced.

For a blister or hot spot, use a bridging technique to relieve the pressure. Build up layers of moleskin around the blister. (i.e. doughnut or strips). The surrounding moleskin holds the boot away from the injured spot. Several layers may be needed to relieve the pressure over the blister. Blisters should not be broken unless it appears further walking would cause them to break anyway. If this is the case, the area should be washed and a sterile needle slid under the skin just outside the blister and passed on into the blister. Any fluid should be gently pressed out and a sterile dressing applied. A broken blister should be treated like any other open wound and examined at least every morning and evening. It should also be aired as frequently as possible.

DIARRHEA: It is often caused by a change in diet but other causes include viral, parasitic and bacterial infections. The symptoms are the frequent passage of loose, often watery, stools, sometimes accompanied by stomach cramps. It is not generally possible to determine by the abruptness, severity or duration of the symptoms, which of the many possible causative agents is operating. Prevention consists of such measures as boiling or otherwise treating questionable drinking water and thoroughly washing and rinsing all eating utensils. Often the disorder lasts only a few hours.

The treatment consists mainly of patience and maintaining adequate fluid intake to counteract dehydration. Food intake should be cut to a minimum or stopped, as it is not doing any good anyway. The first aid kit contains medication for diarrhea.

Persistent diarrhea which causes no undue discomfort can safely be tolerated if fluid intake is maintained. If accompanied by a fever, severe stomach cramps or nausea, or if the stool is bloody, medical attention should be sought.

HYPERVENTILATION: Excessively rapid and heavy breathing may cause carbon dioxide to be exhaled so rapidly that a chemical imbalance of the blood occurs. This problem most commonly occurs when anxiety or emotional stress cause a person to react by heavy breathing. Symptoms - shortness of breath, dizziness, numbness in extremities, faintness, apprehension and a sense of suffocation. Breathing is often in gasps and muscle spasms sometimes occur.

The treatment consists of reassurance to mitigate the underlying anxiety. If the condition persists, have the victim breathe in and out of a paper or plastic bag to restore carbon dioxide.

INFECTIONS: As there is the problem of infection with most wounds, it is wise to check for the following symptoms - throbbing, redness around the wound, pus, heat, tenderness, swollen lymph glands, red streaks in the groin, armpit or neck. The infected area should be bathed in warm water and dressings kept as dry and clean as possible and changed regularly. If red streaks appear in the groin, armpit or neck or if a fever develops, medical attention should be sought.

Vaginal Infections: Are extremely common among all women. It is important to recognize them for what they are - infections - and treat them as such. Remember that lack of treatment (as with any infection) will increase the seriousness of the condition.

"Vaginitis" is a general term encompassing many types of vaginal infections and is caused by an imbalance of healthful bacteria in the vagina. This imbalance can be caused by many things - improper diet or hygiene, lowered resistance due to lack of sleep, diabetes, cuts, birth control pills, etc. and will result in excessive vaginal discharge, itching, burning and frequency of urination. The main form of prevention is proper hygiene. If an infection does occur, a physician should be contacted immediately. Treatment is usually with sulfa creams or suppositories. Scratching should be avoided and the area kept clean.

FIRST AID (Infections, Insect Stings) Continued ..

A more serious form of infection is "cystitis" - an inflammation of the bladder. Almost every woman experiences this condition at some stage and once incurred, is not easily cured. The symptoms are - the need to urinate every few minutes, burning sensation on urination, blood in urine, pain above the pubic bone. It is an extremely painful condition that can be somewhat relieved by ingesting large amounts of water (NO coffee or tea) and if possible, a soak in a hot tub. It is treated by a physician with gantrisin (a sulfa drug) for a minimum of two weeks.

These infections frequently cause apprehension and are extremely uncomfortable. If you have a coed or female crew, discuss the need for proper hygiene with them. Stress the importance of noticing and discussing the symptoms to ensure prompt treatment.

INSECT STINGS:

1. Local Reaction:

   Signs and symptoms:
   - local pain
   - local swelling
   - local redness
   - local itching

   Treatment: Apply cold compress, relieve pain, watch for further signs and symptoms.

2. Mild General Reaction:

   Signs and symptoms:
   - hives
   - itching or burning skin especially on the face and chest
   - discomfort
   - anxiety

   Treatment: Give a benadryl capsule.

3. General Reaction:

   Signs and symptoms:
   - any of the above plus 2 of the following
     - generalized edema
     - constricted feeling in chest
     - wheezing
     - abdominal pain
     - nausea and vomiting
     - dizziness or weakness
     - hoarseness or thickened speech

   Treatment: Give a sublingual isuprel tablet.

FIRST AID (Insect Stings/Anaphylactic Shock, Poison Ivy, Snakebite)
Continued ..

4. Severe General Reaction/Anaphylactic Shock:

Signs and symptoms: - any of the above plus labored or difficult breathing.

Treatment: Give an injection of epinephrine following the ANA-kit instructions.

Epinephrine should be given first if the reaction is immediately severe.

POISON IVY: Either a non-climbing woody shrub or a climbing vine. Common in disturbed places, on flood plains, along lake or river shores, edges of woods, stream banks, fences and around buildings. After contact the first symptoms of itching, burning, redness and small blisters may appear a few hours or may take as long as 5 days, depending on the individual. Scratching does not spread the rash but should be avoided since it can introduce infection and/or cause scarring. It is dangerous to be in the smoke from burning poison ivy plants as the irritating chemical may be carried in smoke on dust particles or ash.

Treatment depends on the extent of the rash. Immediate washing, on contact, with Octagon soap, may help. Calamine lotion helps to relieve itching. The area of rash must be kept as clean as possible and if blisters break they should be treated like an open wound. Severe dermatitis, with large blisters and local swelling, may remain for several days and may require medical attention.

SNAKEBITE: The following information is based on a report prepared for the American Red Cross by the National Academy of Sciences-National Research Council.

FIRST AID FOR SNAKEBITE

POISONOUS OR NONPOISONOUS

Poisonous or nonpoisonous, a snakebit should have medical attention. A snakebite victim should be taken to a hospital as quickly as possible, even in cases when snakebite is only suspected.

FIRST AID

1. As stated above, get the victim to a hospital fast. Meanwhile take the following GENERAL FIRST AID measures:
    - Keep the victim from moving around.
    - Keep the victim as calm as possible, preferably lying down.
    - Immobilize the bitten extremity and keep it at or below heart level.

FIRST AID (Snakebite) Continued ..

If a hospital can be reached within 4 to 5 hours and no symptoms develop, this is all that is necessary.

2. If mild to moderate symptoms develop, apply a constricting band from 2 to 4 inches above the bite but NOT around a joint (i.e. elbow, knee wrist or ankle) and NOT around the head, neck or trunk. The band should be from 3/4 to 11/2 inches wide, NOT thin like a rubber band. The band should be snug, but loose enough to slip one finger underneath. Be alert to swelling; loosen the band if it becomes too tight, but do not remove it. To ensure that blood flow has not been stopped, periodically check the pulse in the extremity beyond the bite.

3. If severe symptoms develop, incisions and suction should be performed immediately. Apply a constricting band, if not already done, and make a cut in the skin with a sharp sterilized blade through the fang mark(s). Cuts should be no deeper than just through the skin and should be 1/2 inch long, extending over the suspected venom deposit point (because a snake strikes downward, the deposit point is usually lower than the fang marks). Cuts should be made along the long axis of the limb. DO NOT make cross-cut incisions; DO NOT make cuts on the head, neck, or trunk. Suction should be applied with a suction cup for 30 minutes. If a suction cup is not available, use the mouth. There is little risk to the rescuer who uses his mouth, but it is recommended that the venom not be swallowed and that the mouth be rinsed.

IF THE HOSPITAL IS NOT CLOSE (cannot be reached within from 4 to 5 Hours)

1. Continue to try to obtain professional care by transportation of the victim or by communication with a rescue service.

2. If no symptoms develop, continue trying to reach the hospital and give the GENERAL FIRST AID described above.

3. If ANY symptoms develop, apply a constricting band and perform incisions and suction immediately, as described above.

OTHER CONSIDERATIONS

1. Shock: Keep the victim lying down and comfortable and maintain body temperature.

2. Breathing and heartbeat: If breathing stops, give mouth to mouth resuscitation. If breathing stops and there is no pulse cardiopulmonary resuscitation (CPR) should be performed by those trained to do so.

FIRST AID (Snakebite, Tendonitis) Continued ..

3. Identifying the snake: If the snake can be killed without risk or delay, it should be brought, with care, to the hospital for identification.

4. Cleansing the bitten area: The bitten area may be washed with soap and water and blotted dry with sterile gauze. Dressings and bandages can be applied, but only for a short period of time.

5. Cold therapy: Cold compresses, ice, dry ice, chemical ice packs, spray refrigerants, and other methods of cold therapy are NOT recommended in the first aid treatment of snakebite.

6. Medicine to relieve pain: A medicine not containing aspirin can be given to the victim for relief of pain. DO NOT give alcohol, sedatives, aspirin or other medications.

7. Snakebite kits: Keep a kit accessible for all outings in snake-infested or primitive areas.

SYMPTOMS

1. Mild to moderate symptoms include mild swelling or discoloration and mild to moderate pain at the wound site with tingling sensations, rapid pulse, weakness, dimness of vision, nausea, vomiting and shortness of breath.

2. Severe symptoms include rapid swelling and numbness, followed by severe pain at the wound site. Other effects include pinpoint pupils, twitching, slurred speech, shock, convulsions, paralysis, unconsciousness and no breathing or pulse.

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TENDONITIS: This disorder is characterized by the gradual onset of pain and stiffness, which is usually related to the unaccustomed use of a muscle group for an extended period of time. Frequently the pain is first noticed the morning following such activities.

Moist heat and aspirin may provide relief. The pain is not usually disabling but may persist for a long time. Tendonitis symptoms in the Achilles tendon can sometimes be relieved by the insertion of an ensolite heel pad in the boot. It can also be caused by high-top boots or stiff boots. Softening the leather in the heel by working it between pieces of wood will help.

FIRST AID (Tick Fever) Finished ..

TICK FEVER: A variety of infectious conditions may be caused by microorganisms transmitted by tick bites. The incubation period can be from 3 - 12 days between the bite and the first symptoms - weakness, chills, followed by nausea, headache, fever and pain which is often localized in the eyes, back or large joints.

The best known variety of tick fever is Rocky Mountain Spotted Fever in which measle-like spots occur from 3 - 5 days after the onset of a fever. The spots are often concentrated on the wrists, ankles and feet, spreading to the limbs, trunk and forehead. Discolored areas develop into small bleeding spots and then into large bleeding areas that ulcerate.

The disease is seasonal and generally occurs between May and September, when adult ticks are most active. Daily checks for ticks should be made during this season. Ticks do not usually bite immediately after landing but move to warm hairy places on the body. Some methods to make ticks detach are to hold a lighted match to them, touch them with a gauze pad soaked in kerosene or gasoline, or suffocate them by covering the area with oil or margarine. Wait at least 10 minutes, then remove them with tweezers, making sure the entire head is removed.

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☐ INDIVIDUAL AND GROUP DISCUSSIONS

PURPOSE

1. To provide the opportunity for:
    - a. Sharing feelings and thoughts.
    - b. Measuring and evaluating progress towards objectives.
    - c. Clarifying needs.
    - d. Receiving feedback as to how the group perceives each individual.
    - e. Assessing the significance of the Outward Bound experience for one's future behaviour.
    - f. Developing group cohesion.
2. To permit the instructors and students to further develop their relationship by learning what each is feeling and to provide the opportunity to explore matters on a personal level.

TEACHING OUTLINE

A. INSTRUCTOR CONSIDERATIONS

1. General:
    - a. Select quiet, inspiring settings.
    - b. Have students be as comfortable as possible so that all their attention may be focused on the discussion.
    - c. Provide adequate time. It is unfair to expect students to reveal their feelings and emotions if they are under a time pressure. If time does run out, suggest you continue the talk later and don't forget to do so.
2. Name games have been very successful "ice-breakers" in facilitating introductions, e.g. the fruit/vegetable game - "Apple Annie" or the adjective game - "Running Reggie." Each person states their combination and the name of all the people who have gone before. You continue round the circle until everyone's combination has been presented.

3. Group Discussions:

   a. Structured - the first group discussion should take place the first evening, permitting each student to share a little about himself/herself, express their reasons for coming, personal expectations and goals.

      - Instructors should talk about:

        . Themselves
        . History of Outward Bound
        . Their roles and responsibilities
        . No smoking, drinking or drugs, our rationale for expecting this and the consequences if these rules are not adhered to
        . Safety
        . Crew responsibility
        . All that we ask is that you try your best
        . Learning from failures
        . Values
        . Group norms

      - Each day some time should be spent debriefing the day's activity and/or checking the progress of the crew.

      - The final group discussion will take place after the last scheduled activity and serve to bring the group experience to a conclusion, with appropriate feedback and feelings being expressed.

   b. Non-structured - spontaneous group discussions may occur at any time during the course and should be encouraged.

4. Individual Discussions:

   At least 3 lengthy personal discussions should take place.

   a. Within the first few days to open lines of communication and allow the student to voice fears, worries, etc.

   b. About midway through the course to serve as a progress check (after solo is usually an optimum time).

   c. At the end of the course, after the last group discussion to help each student crystalize his/her thoughts and permit a thoughtful course impression; or the talk could follow the writing of course impressions, using the impression as the basis for the talk. The student's individual experience is unfinished until this discussion has taken place.

d. Instructors should make a point of talking with each student every day.

5. There are several group techniques which can initiate personal feedback and which may be used if you are familiar and comfortable with them:

   a. Trust exercises (see Initiatives).

   b. Form a circle and link arms around each others shoulders. One student is named and the rest say something positive about this student. This continues until all the students have been "it".

   c. Have all the students sit in a circle facing each other and one at a time each student tells one thing he/she likes about himself/herself and one thing he/she does not like and would like to change. Students can also do this to each other.

6. The direction of the discussion is important. Ask open questions and give people space to create their own answers. Some sample questions which may be helpful are as follows:

   What was done? Why? Was it worth it? How did you feel?
   What were your fears? Were they overcome? Justified?
   What were the highlights? The hard times? Why?
   How did the group work together? Who were the leaders?
   Were some people hard/easy to work with? Why?
   What did you contribute?
   Did you learn anything new about yourself?
   What have you learned that you can take into your everyday life?
   What decisions have you made since you came?

7. Remember: a. The importance of the individual. It is easy to place too much emphasis on the group and forget that Mary is really Mary and not just part of the group.

   b. The instructors' job is to listen, guide and help interpret. (Refer to Instructor Role, Feedback and Listening sections).

B. PRESENTATION

1. COMMUNICATION: Good open lines of instructor/student communication are essential.

2. SIT IN A CIRCLE: Have the group sit in a circle so that each person is equally included and can see everyone else.
3. COURTESY: Be courteous and do not interrupt when someone is talking.
4. HONESTY: Emphasize that for discussions to be effective one must be honest with oneself and others.
5. FEEDBACK: However difficult it may be to give, feedback is important if we are to learn and grow.
6. BEHAVIOR: Talk about behavior and the consequence of behavior (not "shoulds").
7. FEELINGS: Accept your own and others' feelings.
8. CO-OPERATE: Try to be co-operative rather than competitive.
9. INVOLVEMENT: Encourage everyone to be involved in discussions but do not force a student to participate or make anyone feel bad about a decision not to participate.
10. FEEL AT EASE: Everyone should be able to understand and feel a part of all discussions. Students should feel free to ask questions and at no time should fun be made of these questions, however obvious the answer may be to you.

***

☐ INITIATIVES

PURPOSE

1. To aid students in the process of getting acquainted since team effort, physical contact and communication are usually demanded.

2. To permit instructors to observe the physical capabilities and personalities of students.

3. To develop elemental physical skills such as jumping, swinging, balance and timing.

4. To permit a group to evaluate their experiences in terms of leadership, efficiency, cooperation, precision, resourcefulness and flexibility.

5. To develop a trusting relationship between crew members.

TEACHING OUTLINE

A. INSTRUCTOR CONSIDERATIONS

* 1. Instructors will be present during initiatives.

2. Have a specific reason for using them. (Don't use them to kill time).

3. Pick an initiative appropriate to the situation and be prepared to alter the difficulty of the initiative if necessary.

4. Many of these exercises are physically strenuous and time consuming.

* 5. The use of spotters must be emphasized to students.

6. Allow enough time to solve each task but if a crew or student has spent a disproportionate amount of time on one event without progress, have them move on.

7. Consider the effects of weather and the physical condition of the group.

* 8. Inspect all the knots, ropes, lashings, safety features and landing areas.

9. Once a group has completed (or tried to complete) a problem, it may be appropriate to discuss the problem solving process

the students went through (roles, communication, decision making, etc.) but don't do this every time - avoid "analysis paralysis."

B. PRESENTATION

* 1. OBJECTIVES: State the objective, emphasize safety procedures and let the group solve the problem. (Don't belabor the presentation and keep the atmosphere light).

* 2. SPOTTING: Spotting is essential to many initiatives and should be demonstrated by instructors and practiced by all students prior to beginning the initiative.

3. CLOTHING: Students will wear boots or sneakers and long pants are often good. For Green Cove initiatives students should wear their bathing suits and will be supplied with old sneakers.

* 4. UNSAFE PRACTICES: Any unsafe methods, such as hanging upside down, diving headfirst, throwing people or over-straining, must be stopped immediately.

* 5. GLASSES/OBJECTS: Remove eye-glasses, objects from pockets, rings, etc.

* 6. FIRST AID KIT: The first aid kit must go with the crew to all initiatives.

Established Initiatives

For a description of the following refer to the Field Manual and the instruction card posted at each initiative.

At Tablerock:
- a. The Wall
- b. The Beam
- c. The Tire and Tree
- d. The Titanic
- e. The Electric Fence
- f. The Log Squares

At Green Cove:
- a. The Wall
- b. The Beam
- c. The Titanic
- d. The Amazon
- e. The Squares Problem
- f. The Banana Bunch
- g. Thread the Needle

INITIATIVES Finished ..

Mobile Initiatives

These are problems which can easily be done anywhere. Be creative when setting up mobile initiatives and do not be tied down just to the few mentioned - there are endless possibilities. New Games can also be a lot of fun and have the potential for being as effective as initiatives if used wisely.

1. Blindfold Lineup: Whisper a number or the name of an animal to each student. With only non-verbal communication the crew must arrange itself in consecutive order - or, largest animal to smallest animal.
2. Marooned: The whole crew will get on to one selected rock or stump. (More interesting if the rock is in the water).
3. Trust Walk: Half the crew is blindfolded and paired with the other half who leads them to a destination without verbal communication; running, feeling trees, smelling plants - using your imagination.
4. Minatour's Maze: String or rope in a tree area; blindfold the crew and lead them into the opening. They must find their way out.
5. Tent: Set up the tent when all but one person is blindfolded; they can talk but the one person cannot touch the others. (Or all blindfolded or half).
6. Crevass Practice: Tie a rope around the waist of each student 6' apart. Do all the activities together for a morning.
7. The Hanging Tree: Sleep the entire crew in a tree. (Previous knot tying and hammock structure may be necessary). Cook supper in the tree.
8. Scavenger Hunt: Ecology - collect edible plants, etc.
9. Draw a Map of a Small Area: To rough scale and indicating topography.
10. Gordian Knot: All face into a tight circle, hold out your hands and grasp the hands of two different people, who are not standing beside you. Always holding hands, untie the knot.

☐ JOURNALS

PURPOSE

1. To provide students with a place for collecting and focusing their thoughts.

2. To provide a personal account of their Outward Bound experience which may be reflected upon long afterwards.

3. To facilitate the writing of a personal impressions statement at the end of the course.

TEACHING OUTLINE

A. INSTRUCTOR CONSIDERATIONS

1. Hand journals out the first day of the course.

2. Provide time for and encourage journal entries.

3. Check the journal supply and resupply when needed, especially before solo.

4. Respect the privacy of journals but also encourage students to share journal entries with you or the group e.g. morning readings, etc.

B. PRESENTATION

1. Explain the purpose of a journal when you hand it out.

2. Suggest that it can be used for:

    - Recording course activities and describing people and objects.

    - Recording and clarifying feelings and perceptions.

    - Recording one's non-verbal world - dreams and fantasies.

3. Discuss some different ways of using a journal:

    - Sentences, random words, poetry, drawings, myths, fables, metaphors, etc.

JOURNALS Finished ..

- Dialogues between the writer and anyone or anything else. This can include real or fictional people, objects, emotions such as fear or avoidance, the future, our work, etc. Such dialogues are useful ways to empty oneself, to clarify feelings or ideas, to reach decisions and to deal with obstacles or to communicate with things which are seemingly difficult to communicate with.

4. Consider keeping a crew journal in which a different person makes an entry each day. Encourage students to share these journal entries.

* 5. Bring to the students' attention the information contained in the back of their journal - meditation, readings, basic first aid procedures, rescue information and wild foods.

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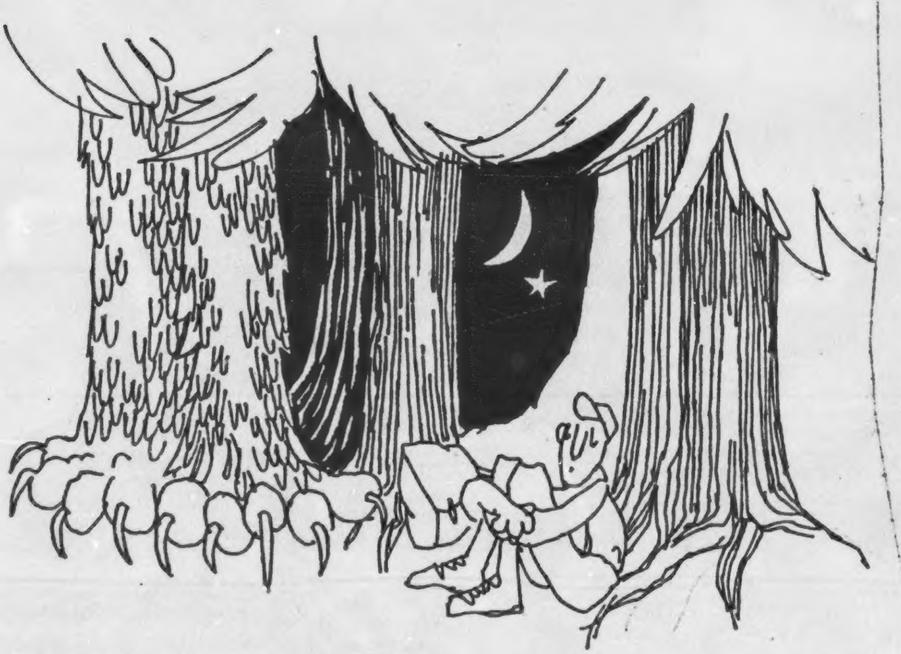

☐ MAP AND COMPASS

PURPOSE

1. To learn the basic techniques of land navigation.
2. To provide a skill required for the successful completion of subsequent course activities.
3. To teach a skill that has carry over value outside of the course.
4. To provide an opportunity for decisions of consequence.
5. To provide an opportunity for group interaction.

TEACHING OUTLINE

A. INSTRUCTOR CONSIDERATIONS

1. Introduce the map separately from the compass and do not introduce too much information at once.
2. Use the training expedition and orienteering course for major teaching sessions.
3. Stress practice and observation at all times.
4. Remind students of final expedition.
5. Try to teach map and compass at a spot where there is a view.
6. Make up little "games" for practice and learning, e.g. "What is the bearing from me to you? Use the position of the sun and other cues to make a guess. Now check it with your compass."
7. The sooner you can stop talking and let the students practice, learning from questions and mistakes, the better.

B. PRESENTATION

1. WHAT IS A TOPOGRAPHIC MAP? It is a reduced, representational line drawing of a portion of the earth's surface as seen from above - from the Greek "topo" (place) and "graphic" (to draw) i.e. a line drawing of a place showing position and shape of land forms.

   Refer to - floor plans of buildings
   - street maps
   - aerial photographs

MAP AND COMPASS Continued ..

Suggestion - have students map - a building
- the base camp area

2. MAP CARE:
   - correct folding procedure
   - keep them in plastic map bags
   - the importance of not losing maps

3. SIGNIFICANT MAP FEATURES:

   a. Margin references
      - name
      - date made and revisions
      - scale
      - latitude/longitude
      - adjacent quadrangles
      - contour intervals
      - magnetic declination
      - legend
      - north at top

   b. Man made features
      - in black
        - buildings
        - roads/trails
        - bridges
        - mines
        - railways
        - power lines
      - in white
        - cleared areas

   c. Water features
      - in blue
        - lakes
        - streams
        - springs

   d. Vegetation features
      - in green
        - forests
        - orchards
      - in purple
        - revisions

Suggestion - locate these features on a map.

   e. Elevation features - in brown - contour lines representing:
      - mountains
      - valleys
      - ridges
      - saddles
      - cliffs
      - depressions

MAP AND COMPASS Continued ..

i. Contours give 3 dimensional information in a 2 dimensional form.

Alternative methods are - perspective drawing
- shading
- coloring

ii. A contour line on a map represents an imaginary line of constant elevation on the earth's surface.
e.g. A person walking along a hillside and not moving up or down, is following a contour line.

iii. The contour interval is the difference in elevation between contour lines.

Suggestion - illustrate the contour using:

- a stone in a bowl - increase the water level
- lake levels are contour lines (the dip pool)
- a stair case - viewed from above, each step is a contour line
- lines drawn on knuckles

iv. Slope and elevation features will be indicated by the pattern formed by the contours.
e.g. Steep slopes - the contours are closely spaced
Gentle slopes - the contours are less closely spaced.

Note:
- convex slopes
- concave slopes
- ridges - V-shape pointing down the hill
- valleys - V-shape pointing up the hill
- summits - contours form circles
- cliffs - close contour lines

v. Uphill/downhill - elevation value of the contours is indicated by a numbered index line (darker brown) every fifth contour.

Suggestions - have students draw contour maps of a
- rock
- VW

Use lined pages of a journal - darken every fifth line and give it a value to indicate uphill/downhill directions. Fill in between the lines to illustrate concave/convex slopes.

vi. The concept of steepness and the number of contour lines per mile introduces the necessity for a scale.

f. Scale is the ratio between the distance on the map and the actual distance in the field. e.g. 1:24,000 is the scale of the 7.5' series used at NCOBS. One unit on the map represents 24,000 units on the ground.

Suggestion - have students pace off distances so they have an approximate idea of how many paces they take to walk 100 yards. Compare - a smooth road, forest trail and bushwhack.

Students should be made aware of the (very approximate) walking time formula:

2 mph on flat ground plus 1 hour every 1000' up
2 mph on flat ground plus 1/2 hour every 1000' down

Suggestion - have students "build" a relief map from a topo map in sand, snow or loose dirt.

4. COMPASS:

a. Describe the parts - base plate
- straight edge and ruler
- direction of travel arrow
- compass housing with 360° markings
- north sign
- index line
- orienting arrow
- magnetic needle (north end)

5. HOW TO ORIENT A MAP: Although this process is not always necessary for the following situations, e.g. calculating bearings or resections, it is a good habit to instil, as it produces greater accuracy.

a. Using land features - rotate the map until recognized features on the ground align with those on the map.

b. Using a compass - set the compass at a 360° bearing. Place it on the map so that the edge of the baseplate lies along the east or west edge of the map and with the direction of travel arrow toward the north. Turn the map with the compass until the north end of the magnetic needle points to the N on the compass housing i.e. the magnetic needle and the orienting needle align. The map is now oriented.

MAP AND COMPASS Continued ..

6. TO CALCULATE A BEARING FROM THE MAP:

   a. Describe the difference between true north and magnetic north (i.e. magnetic declination).

      Note: In Western North Carolina magnetic declination is not sufficient enough to affect calculation; therefore, treat true north and magnetic north as the same. Teach magnetic declination if time and interest permit.

   b. Define a bearing - a bearing is a horizontal angle measured clockwise from North to your objective.

   c. Orient the map.

   d. Try to estimate the bearing first.

   e. Lay the long edge of the base plate on the map, on a line from the starting point to the objective. The direction of travel arrow should point towards the objective.

   f. Rotate the compass housing until the orienting arrow (N) points to true north.

   g. Read the bearing where the direction of travel arrow and index line meet.

7. TO WALK ON A BEARING: After having calculated the bearing.

   a. Hold the compass level and in front of you, so that the direction of travel arrow points straight ahead.

   b. Rotate your whole body until the magnetic needle lies directly over the orienting arrow. Make sure the north end of the magnetic needle points to N on the compass housing. The direction of travel arrow points to the destination.

   c. Techniques for walking on a bearing:

      - Line of sight - walk to an obvious landmark, e.g. a tree or boulder, that is directly on the bearing.
      - Leap frogging - use the crew members as the line of sight subjects while bushwhacking. This is good at night using flashlights as markers.

- Aiming off - a 1° error over 1 mile will put you 90' from the target. Therefore deliberately aim left (or right) of the target, particularly if heading for a point on a road, ridge or stream. On reaching this obvious linear feature, turn right (or left) and walk to the target.

SUMMARY:

1. Orient the map.
2. Lay the long edge of the base plate on the map on a line passing from the starting point to the objective, with the direction of travel arrow pointing toward the objective.
3. Rotate the orienting arrow to north.
4. Stand up and make sure the orienting arrow and compass needle coincide. Walk in the direction indicated by the direction of travel arrow.

8. RESECTION: To locate and plot your position when 2 or more prominent landmarks are visible:

a. Orient the map.

b. Determine the bearing of one of the landmarks.

c. Place the compass on the map so that one side of the baseplate intersects the map symbol for the landmark.

d. Keeping the edge of the baseplate on the symbol, turn the entire compass on the map until the orienting arrow and the compass needle point to north on the map.

e. Draw a line on the map along the edge of the baseplace, intersecting the prominent landmark symbol. Your position is somewhere along this line.

f. Repeat this procedure for the other prominent landmark. The second landmark should be as close to 90° from the first as possible. Your position is where the 2 lines intersect.

Note: If you are located on a prominent ridge, stream or road marked on the map, only one calculation from a prominent landmark should be necessary. Your position will be where the drawn line intersects this linear feature.

MAP AND COMPASS Finished ..

9. OBSERVATION: Continual awareness of the surroundings and reference to the map is the only way for navigators to know precisely where they are, especially in dense North Carolina forests where sighting a prominent landmark is rare.

10. ROUTE PLANNING:

    a. It involves combining careful preliminary inspection of the map features in conjunction with the experience gained in map reading and walking during the initial expedition phases.

    b. Awareness of the terrain, crew's walking capabilities and experiences on training and main expeditions, should indicate to crews planning an expedition how long a route should take. Students will learn from experience, as long as you provide them the opportunity.

11. TEACHING RESPONSIBILITY: Incorporating all the above information in the progressive way given, should enable students to navigate successfully. The instructor should also ensure that each student takes responsibility for map and compass work and has had the opportunity to master all techniques.

***

☐ MARATHON

PURPOSE

1. To provide a sense of accomplishment through individual achievement.
2. To push back mental barriers to physical accomplishments.

TEACHING OUTLINE

A. INSTRUCTOR CONSIDERATIONS

1. The marathon will take place the next to last day of the course to allow students to be in top condition, with staff well aware of any potential problems.
2. Finishers and instructional staff form a welcoming audience for marathon finishers, greeting them with fruit and congratulations.

B. PRESENTATION

* 1. ROUTE/SAFETY PROCEDURES: Students will be briefed to make sure they know the route and are aware of safety and emergency procedures.
    a. Move to one side if being overtaken.
    b. If you see an injured runner, alert the next check point or help out.
2. STRETCHING: Warm up and stretching exercises should be done prior to the start.
3. INDIVIDUAL EFFORT: Emphasis is on the individual effort put forth to achieve the goal. It is not primarily a competitive event.

* 4. CHECK POINTS: Will be manned by staff with first aid kits and water, at appropriate places along the route.
5. CLOCK: There will be a clock at the finish for those interested in their time.

* 6. SWEEP: A staff member will sweep the route.

☐ MOUNTAIN SEARCH AND RESCUE PRACTICE

PURPOSE

1. To provide practice in the operations necessary to carry out a successful rescue mission.

2. To emphasize the value of service to others.

TEACHING OUTLINE

A. INSTRUCTOR CONSIDERATIONS

* 1. Refer to the section "Emergency Procedures" page 33 for the actual sequence of events in the case of a real search or rescue.

2. Notify all other staff at base camp of your intention to hold a search and rescue practice if it involves a callout signal.

B. PRESENTATION

1. CALL OUT SIGNAL: 3 airhorn blasts. To prevent confusion with an actual rescue, arrange an alternative callout for your crew but make them aware of the actual signal for the real situation.

2. NECESSITY FOR READINESS:

   a. We must be able to help ourselves and we are a rescue post to assist the Forest Service, the Burke County Rescue Squad and others.

   b. We are effective because we are already organized into small groups that work well together in difficult terrain and have designated leaders (instructors).

3. PROBLEMS: The problems that we face in search and rescue operations are:

   a. Terrain

   b. Weather

   c. Darkness

4. EQUIPMENT DEMONSTRATION:

   a. Explain the use of equipment in the rescue room and the location of the Stokes litters.

MOUNTAIN SEARCH AND RESCUE PRACTICE Finished ..

b. Explain the procedures for the crew as indicated in "Emergency Procedures" page 33.

c. A crew should be able to assemble within 15 minutes dressed in boots, long pants, long sleeved shirt and sweater and carrying a compass, sling rope and carabiner, whistle, poncho, filled canteen, flashlight, knife, first aid kit and helmet.

5. MOCK RESCUE:

a. Simulated rescue situation requiring transportation of a victim in a Stokes litter.

- This is a good exercise in initiative, group interaction and leadership styles and provides a good experience for discussion.

- A good way to test the effectiveness of their first aid preparation before their final expedition.

b. Construction of a litter from available materials on the trail:

- Poncho and branch litter.

- Rope litter.

c. Hasty Carrys:

- Fireman's carry.

- Coiled rope carry.

- 2 - pack carry.

6. CLIFF EVACUATION: (See Rocks III portion of "Rock Climbing" section).

References: Mountain Rescue Operations - Mariner
Mountaineering, Freedom of the Hills - Seattle Mountaineers
Medicine for Mountaineering - Seattle Mountaineers

☐ ORIENTEERING

PURPOSE

Incorporates aspects of the following:-

1. Tests map and compass expertise.
2. Physical fitness and determination.
3. Mental alertness and decisiveness.
4. Time stress.

TEACHING OUTLINE

A. INSTRUCTOR CONSIDERATIONS

* 1. This activity cannot be done until the following first aid has been taught:

   Artificial resuscitation
   Snake bite
   Shock
   Bee sting
   Fractures
   Bleeding

2. Allow half a day.

3. Materials Needed: (*Found in the Resource Room)

   a. Individual - compass
   - whistle
   - any personal medication (e.g. bee sting kits).

   b. Group - first aid kit*
   - map*
   - station description*
   - pencils*
   - water (optional)
   - ponchos (optional)

   Return the Resource Room materials on completion of the activity.

4. Arrange the groups (preferably duos) wisely - consider the opportunities for interaction.

5. Instructors will remain alert in order to hear any whistle blasts.

6. The course can be shortened if necessary by omitting one or two stations.

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7. You can include first aid situations or simulations at various stations or use it as a substitute for the marathon on winter or nine day courses.

B. PRESENTATION

1. REVIEW: a. Map and compass skills where necessary.
   b. First aid topics and orienteering first aid kit contents.
2. OBJECTIVE: The objective of each group is to record the symbol of each station on their station description sheet and get back as quickly as possible to the start.
3. ORDER OF STATIONS: The stations can be taken in any order.
4. STAGGER GROUPS: Stagger each group so they leave at two minute intervals, recording their departure time on their station description sheet.
5. COPY DETAILS: Allow each group sufficient time to copy the station location and any other relevant details (roads, streams) they need from the master map on to their own map.
6. RECORD TIMES: Record each group's time as they arrive back at the starting point.

* 7. SAFETY PROCEDURES: Explain a. Safety procedures - e.g. use of whistle, procedures in the event of an injury, what to do if lost, etc.
   b. Time limit - e.g. return to the camp at the sound of the bell.

8. MISSING STATIONS: Report any missing stations to the Course Director.

***

☐ READINGS

PURPOSE

1. To inspire thought, stimulate discussion and/or bring experiences and deeply felt emotions to a conscious level.
2. To set the tone for the day's activity.

TEACHING OUTLINE

A. INSTRUCTOR CONSIDERATIONS

1. Do not overuse readings. They are only effective if used wisely and at appropriate times.
2. There is a compilation of suggested readings available for your use in the Program Trailer.

B. PRESENTATION

1. IMPORTANCE: Emphasize the importance/courtesy of gathering for a reading before meals (usually breakfast and dinner).
2. WHEN TO USE THEM: Readings may appropriately be given at any time of the day.
3. STUDENT READINGS: Students should be encouraged to do readings of their own.
4. FORM THEY SHOULD TAKE: A "reading" may take the form of a song, poetry recital, funny story, journal entry, etc.

***

☐ RIVER CROSSINGS

PURPOSE

To instruct students in the correct methods to be used when crossing a river.

TEACHING OUTLINE

A. INSTRUCTOR CONSIDERATION

* 1. This is one of the most potentially dangerous activities we encounter, therefore, students will be instructed in river crossing techniques at the first appropriate opportunity on a course.

B. PRESENTATION

* 1. JUDGMENT: The first option is not to cross. Make this judgment based on the ability of the weakest crew member.

2. CHOOSING A SITE TO CROSS:

   a. Pick a wide, shallow stretch of water, free from obstructions which could snag a rope.

   b. The banks should not be steep.

   c. The stretch of water below the fording point should be long and shallow.

3. CROSSING WITHOUT A ROPE:

   a. Form a triangle, downstream person facing upstream.

   b. Three or more line up one behind another, all facing upstream. The upstream person moves first.

   c. The whole crew links arms, faces the opposite bank and wades across.

   d. Use a stout stick as a third "leg" and to probe depth.

   e. Only cross alone in very shallow water.

4. USING EXPEDITION ROPE:

   a. Use it only as a handline.

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RIVER CROSSINGS Finished ..

b. The instructor/strongest person, crosses holding on to the end of the rope and anchors it on the far side 5' - 6' above the river.

c. Students do not clip into the rope, they only use it as a handline.

d. The last person crosses in the same manner as the first.

5. IN ALL CROSSINGS:

a. Face upstream; if the rope is used, be downstream of it.

b. Wear tennis shoes or boots, remove socks.

c. Undo waist band and loosen shoulder straps so that pack can be easily removed if necessary.

d. Shuffle feet across. Do not cross or lift them.

e. An instructor or strong swimmer should be placed downstream as back up safety.

f. Boulder hopping may keep feet dry but increases the possibility of injury.

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☐ ROCK CLIMBING

PURPOSE

1. *To demonstrate in the most stunning way of all that there is no limit to the effort man can demand of himself.*

   Walter Bonatti

2. To help individuals learn to depend on themselves by responding to progressive physical and mental challenges.

3. To experience decision making involving risk and courage, while coming face to face with limitations and the need for humility.

4. To promote trust and responsibility in self and belayer.

5. To experience the pleasure of standing in high places.

TEACHING OUTLINE

A. INSTRUCTOR CONSIDERATIONS

* 1. Check all the climbing gear at the beginning of each climbing day.

* 2. Only climbing areas approved by the Head Climber, Program Director or designated representative, will be used.

* 3. All climbing will be supervised by technically competent staff.

* 4. All climbing areas will be reconnoitred by senior climbing staff before students may climb.

* 5. Lead Climbing:
   a. Instructors can lead climb only after they have been checked by the Program Director or his designated representative.
   b. No student will lead a climb.
   c. Lead climbing instructors must climb well within their standard and are not to climb if they think conditions are too dangerous or feel themselves unable to climb safely on a particular day.

* 6. First aid and evacuation gear required by the nature of the climb will be present.

ROCK CLIMBING Continued ..

7. Ropes: Lead ropes - black tape - used only by lead climbers for leading climbs.

Top ropes - red tape - top roping and rescue work.

Rappel ropes - blue tape - long, Hawksbill only.

Tyrolean ropes - green tape.

Expedition ropes - yellow tape - warehouse - not for climbing.

Slash ropes - white tape - construction and knotting- not for climbing.

B. PRESENTATION

1. PROGRESSION: Climbing must be taught as a progression. Make students aware of this progression and that their ability to cope will also increase progressively. This should help lessen fears about the activity.

* 2. HELMETS: Climbing helmets must be correctly adjusted and worn during all climbing activities.

ROCKS I

A basic session introducing students to climbing as a sport in a relaxed fashion.

1. HISTORY: Of mountaineering and rock climbing.

2. PHILOSOPHY: - General

- Your own (why you climb)

3. BOULDERING: Bouldering gives the students initial contact with the rock. Concentrate solely on movement and technique. The aim is to produce neat, confident moves at a low level, not to "Conquer the summit." Enjoyment and confidence should be the result of this session. Do a traverse to take the emphasis off "Getting to the top."

* a. When bouldering, spotters must be used. If spotting provides insufficient safety, climbers will be secured by a top rope.

b. Three point contact.

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ROCK CLIMBING Continued ..

c. Use of feet - taking body weight on the legs, look for footholds before handholds, climb on one's feet. Use the side of your foot.

d. Do not over-reach for holds; hands at shoulder height, heels down.

e. Balance - weight above feet, body off the rock.

f. Rhythm - care of movement, no sudden jerking actions, economy of style.

g. Resting.

h. Looking ahead.

i. Types of holds - Cling holds (handholds, fingerholds, "jugs" or "buckets").

- Opposition holds and using holds in combination.
- Pinch - grips.
- Under-cuts.
- Jamming: the technique of wedging parts of the body into a crack to facilitate movement

  (hand-jam, finger-jam, fist-jam, foot-jam)
- Edging.

j. Types of techniques - Jamming (see above)
- Lay-back
- Chimneying
- Bridging
- Mantling
- Slab climbing

The different holds and techniques should be shown and demonstrated to the participants and used and practiced by the group.

* 4. REVIEW: Climbing procedures will be reviewed for students before each climb.

ROCK CLIMBING Continued ..

5. USE AND CARE OF EQUIPMENT:

* a. Helmets: - Must be worn at all times during climbing activities.

- Must be fitted comfortably so that the front sits above the eyebrows, the chin strap must be tight and the inside band firm, not tight, around the head.

b. Climbing ropes: - Explain the use of the rope (belaying) and therefore the importance of looking after the rope.

- Never step on the rope.

- Strength: over 5000lbs; less when knotted.

c. Carabiners: - Explain the difference in type and use between student steel carabiners and climbing hut aluminum carabiners, which are marked with red tape.

d. Nylon webbing: - Used for instructor tie-ins and anchors on lead climbs.

- Check the water knots frequently.

- Strength over 4000lbs.

e. Prusik slings: - Instructor tie-ins.

- Strength over 1000lbs.

f. Rope slings: - Made of goldline (same as the climbing ropes).

- Used for major anchors.

g. Bolts: - Permanent anchors in the rock.

- Bolt hangers must not be used for holds.

- Never use a single bolt as an anchor.

h. Gloves: - Must be used on "brake" hand when belaying or rappelling.

i. Footwear: - Tennis shoes or boots.

ROCK CLIMBING Continued ..

6. KNOTS - familiarize students with the standard knot tying sequences.

   a. Bowline: - Used to tie into the ends of the rope.
   - Locked with an overhand knot.

   b. Double Figure of 8: - Used by the belayer to tie into an anchor - tied in climbing rope close to the belayer. Carabiner is clipped into the loop and then into climbing hut carabiner attached to anchor.

   c. Double Fishermans: - Used to form rope slings for anchors and diaper seats for rappels.

7. COILING ROPE: All students should know how to coil a rope.

8. BELAYING PRACTICE AND CLIMBING SIGNALS:

   a. Demonstrate the entire belay sequence first, both rope handling and belay signals.

   b. Sequence: - Belayer ties in to end of rope with bowline.
   - Belayer ties double figure of 8 in a bight of rope close to bowline and clips loop to anchor biner using his/her personal steel biner.
   - Bowline is placed at belayer's back. Seated belayer must be anchored within an arm's reach of the anchor point.
   - Climber ties in with bowline.
   - Belaying contract is begun by either belayer or climber.
   - The following signals are used:

Rope - called by belayer
Clear - " " climber
On belay - " " climber and belayer
Up rope - " " climber
That's me - " " climber
Climbing - " " climber
Climb - " " belayer
Slack - " " climber
Falling - " " climber
Off belay - " " climber and belayer

ROCK CLIMBING Continued ..

- Climber reaches belay point - ties double figure of 8 in bight of rope close to his bowline - clips to anchor biner with his steel biner and signals belayer "off belay".
- Belayer checks climber's system i.e. knots, correct anchor point, and if satisfied signals "off belay".
- Climber becomes belayer - belayer moves safely to position clear of new belayer.

This sequence should be practiced on the ground by all students, before moving to the Rocks I climbing area.

c. Teach both right and left hand belaying. You must watch the belayer's brake hand at all times. Make sure students do not let go with their brake hand.

Suggestion - teach belaying technique by having the crew "belay" a single climbing rope through all their hands at once, i.e. sit students down in a line or circle, pass the rope behind all the students, each takes a section and belays the rope around the circle/line in one direction. Reverse the direction for the other brake hand.

* Instructors must check all knots and belays. Students must wear a glove on their brake hand when belaying.

d. When throwing a rope from the top of the rock the climber must anchor himself/herself, call "rope" and wait for the response "clear" before throwing the rope.

e. When students are walking or climbing, if anything is dislodged, the shout "rock" must be given immediately. Students waiting at the foot of the climb must take care to keep out of the probable path of falling rocks.

9. ROPED CLIMBING:

* a. Review all safety procedures and check anchors on the Rocks I area.

b. Ensure safe and confident belaying. To assist both the confidence of the belayer and climber, have students take a practice fall about 10' off the ground.

* c. Each belay point will be supervised by a competent instructor.

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ROCK CLIMBING Continued ..

d. Give students the opportunity to do as much climbing as possible during this first session. Remind students of the basic techniques.

10. RAPPELLING:

a. All students must have a belay. Anchors for the rappel rope and safety rope must be separate.

b. Demonstrate the rappel method you intend to use.

c. Students are to rappel using a figure of 8 descender. Use other methods if time allows.

d. Demonstrate - feet flat against the rock, legs slightly apart, body in an "L" position, look down the rope, move rhythmically. Emphasize keeping hold with the brake hand. Students must wear a glove on their brake hand.

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ROCKS II

Top rope climbing and rappelling.

AIM: The aim of this session is to get students climbing as confidently as possible. Encourage as much "footage" as possible.

Each student must complete at least one rappel.

ROCKS III

Rescue Session.

1. STRETCHER OR LITTER: Explanation and use; padding and carrying and attachment points.

2. PICK-OFF: The method used when lowering a victim with a minor injury. The victim is accompanied by a rappeller who is on belay.

   a. The victim is placed in a diaper seat with a baudrier and prusik attached to the load line to maintain an upright position.

   b. The victim is lowered from above with a figure of 8 descender or single carabiner brake with a belay.

   c. The rescuer assists the victim while rappelling alongside.

ROCK CLIMBING Finished ..

3. STRETCHER LOWERING: a. Vertical.

   b. Horizontal (a good group initiative if safety precautions are observed).

4. INTRODUCTION TO AID CLIMBING: a. General introduction and discussion of gear.

   b. Prusiking.

NOTE: This session is optional and can be varied to fit in any session. The climbing staff will help with the more technical procedures.

ROCKS IV

Full day party climbs - introduce it with a talk on party climbing, aid climbing and protection.

1. AIM: To give students an exciting and enjoyable outing on the rock, on a major route. The situation, though, must be carefully controlled in accordance with the safety rules and the prevalent weather conditions.

* 2. PARTY CLIMBING: All students on the rope are to be brought to the same stance before the leader climbs on and climbs must only be attempted which will allow this.

Reference: Basic Rockcraft by Royal Robbins

> *This profession might become wearisome through the repetition of the same climbs time after time, but the guide is more than a mere machine for climbing rocks and ice slopes, for knowing the weather and the way. He does not climb for himself, he throws open the gates of his mountains as a gardener opens the gates of his garden. The heights are a splendid setting for his work, and climbing gives him a pleasure of which he never tires. But above all he is repaid by the pleasure of the man he guides. He knows that such-and-such a climb is particularly beautiful and that this ice ridge is delicate as lace. He says nothing of all this, but his reward is in his companion's smile of discovery.*
>
> *Gaston Rebuffet, Starlight and Storm*

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☐ ROPES COURSE

PURPOSE

1. To provide increased self confidence in dealing with height, balance, fear and strength.

2. To help students realistically understand their achievement potential in these areas.

3. To assess the physical and emotional capabilities of the crew.

TEACHING OUTLINE

A. INSTRUCTOR CONSIDERATIONS

* 1. The ropes course is to be used only by students of an Outward Bound course or when permission is given by the Program Director (e.g. contract courses, service projects. etc.).

* 2. A qualified staff member from NCOBS must supervise the ropes course while anyone is on it.

* 3. All instructors supervising the ropes course must make themselves familiar with the emergency exit and lowering procedures relevant to the ropes course. (Refer Field Manual).

* 4. Read the posted instructions before each use.

* 5. One instructor must demonstrate the ropes course, except for the last event.

* 6. No one shall be permitted on the course during high winds.

* 7. The course may be done at the instructors' discretion after or during rain PROVIDED THERE IS NO DANGER OF LIGHTNING. If a thunderstorm strikes at Tablerock it usually comes from the west and is difficult to see, so be ALERT and get off at the first sign of a thunderstorm.

* 8. If it starts to rain while doing the course and doesn't stop, watch carefully for students getting very cold as a crew can't usually move through the course fast enough to keep warm. Instructors at tree stations should be well prepared for the cold and rain.

9. Equipment will be found in the equipment box beneath the ropes course.

ROPES COURSE Continued ..

* 10. Instructors should wear swiss seats on the ropes course in case they have to rescue a student.

11. If a student has not been able to do the self rescue he/she may still do the course but special attention must be paid to them.

12. Do not hurry students through the events; allow enough time for care and attention to the different obstacles but do not allow an individual to remain an unreasonable amount of time in one place.

* 13. The course may be used at night only if it has been completed by students during daylight.

14. The course is checked each month but every time you demonstrate it check to make sure everything is in order. Report work that needs to be done to the Course Director.

Special base camp considerations

* Tablerock: a. While a crew is on the ropes course there will be three instructors present - one stationed at the butt box, one at the tope of Houdini's water torture chamber and one stationed on the ground. This third staff member should stay until one of the instructors reaches the ground.

b. The instructor at the butt box should carry a knife in case the emergency tube suspension is difficult to untie and has to be cut.

* Green Cove: a. While a crew is on the ropes course there will be two instructors present - one stationed at the end of the cargo net and one at the junction of the beam, hour glass and commando crawl.

B. PRESENTATION

* 1. HELMETS: Everyone in the area of the ropes course will wear a helmet at all times until the last person is back on the ground.

2. EQUIPMENT: a. Helmets must be adjusted to fit head snugly. On cold days a wool hat may only be worn under a helmet if a proper fit is still achieved.

ROPES COURSE Finished ..

b. Lobster slings - figure of 8 loop around waist should be tight - retighten after hanging by it in the practice area. There should only be a 4" - 5" tail coming from the figure of 8 knots, to provide students with enough rope to reach the cables on all events.

c. Prusik - the prusik knot is to be tied around the double ropes coming from the waist loop. Unless in use it should be kept tucked away.

3. CLOTHING: a. Long pants and long sleeved shirts are recommended to avoid rope burns.

b. Tennis shoes must be worn to prevent excess wear and tear on the ropes from lug soles.

c. If it is raining when you commence the course do not use ponchos - a wool shirt or sweater will help and cagoules are available during winter.

d. All objects should be removed from pockets before going on to the course.

4. SELF RESCUE/PRACTICE:

* a. All students must use the practice area before commencing the course, to familiarize themselves with the self rescue techniques (using prusik and etriers) and to practice moving from one event to another

b. Remind students that if they do fall they are usually hanging close enough to the event to climb back on to it.

c. Have students walk along the log on the ground.

* 5. ONE STUDENT PER EVENT: There should be no more than one student on an event at a time, except in the case of an emergency exit.

* 6. CLIPPING TO CABLES: Except for the entrance tube, cargo net, birth canal and when changing from one event to another, always be clipped to a cable with both lobster slings.

7. THINK YOUR WAY THROUGH: Present the ropes course as a series of challenges they must THINK their way through. Emphasize close observation during the demonstration. Try not to tell students how to do something unless it is a matter of safety.

☐ RUN AND DIP

PURPOSE

1. To provide an excellent physical and mental self disciplining and conditioning exercise.

2. To provide a vigorous way to start the day and get all systems working.

3. To tone up legs, ankles and joints as an aid in preventing future injuries.

4. To develop the ability to run long distances in the event of a wilderness emergency.

TEACHING OUTLINE

A. INSTRUCTOR CONSIDERATIONS

* 1. The dip pool must be supervised by instructors at all times.

* 2. A staff member must enter the pool first to check for obstructions.

3. Do not allow horseplay that might result in an accident (diving, flips, etc.).

B. PRESENTATION

1. WARMING UP: Have students warm up and stretch before running.

2. COOLING DOWN: Following the run have students either do some stretching exercises or continue walking, rather than coming to an abrupt halt. Dip before the body has had time to cool down.

* 3. SWEEP: Instructors may use their discretion as to whether there will be a "sweep" appointed for each group run, but they must take into consideration:

    a. The route.

    b. Whether the run has previously been completed by the students.

    c. The age, health and physical capabilities of the students.

* 4. SUPERVISION: The dip must be supervised by a qualified instructor.

RUN AND DIP Continued ..

5. SKINNY DIPPING: Skinny dipping is not permitted in the dip pool or while dipping on the trail, as it is against the Forest Service regulations.

6. OVERCROWDING: Try to stagger your arrival at the dip pool with other crews to avoid overcrowding.

7. BLISTER PREVENTION: Have students clean their feet carefully before putting their socks back on, to prevent dirt and sand causing blisters.

TABLEROCK

1. SHORTCUT: Do not take the shortcut from Tablerock Road to the dip pool. The ridge trail that goes by Nitro campsite can be worked into the morning run, as it leads to the pool if you follow the cairns. Keep the crew close together on this trail as it is easy to get lost.

2. NON-SWIMMERS: Ask if there are any non-swimmers in the crew and be ready to offer assistance if needed. Extend the reach pole to students who need help. Only go into the water to help as a last resort.

3. ENTRY AND EXIT: Enter and exit only on the ropes at the dip pool. Do not dive or jump into the pool. Downclimb with the aid of the ropes and drop backwards. Do not climb on the dam.

4. GROUP DIPPING: To save time you can have up to 7 people in the pool at the same time. Entering and exiting one at a time takes longer.

5. SWITCH BACKS: Do not allow students to cut the switch backs on the trail leading to the cabin areas, as this causes erosion.

GREEN COVE:

1. KEEP FLAGSTONES CLEAN: Do not muddy up the flagstones, especially if returning from the initiative run.

2. WASHING: If washing, first get wet under the flume, soap up and rinse in "rinse off" box and then return to the pool for a final rinse.

* 3. FLUME: Do not hang from the flume.

RUN AND DIP Finished ..

* DIPPING ON THE TRAIL:	1.	Is only permitted in quiet pools.
*	2.	Students must be aware that the maximum depth to which they can go is waist deep.
*	3.	Will always be supervised by instructors once they have thoroughly checked out the pool.
*	4.	There will be no dipping on the trail during final expedition.

***

☐ SERVICE

PURPOSE

1. To contribute to a positive self image by being of genuine service to others.
2. To expose students to people in a different setting.
3. To experience the basic similarities that underlie the surface differences between ourselves and others.

> *In genuine service to the benefit of others, one best expresses on a day-to-day basis his reverence for life itself.*
>
> *Kurt Hahn*

TEACHING OUTLINE

A. INSTRUCTOR CONSIDERATIONS

1. Service should be planned in advance with the Course Director.
2. Briefings and debriefings should be thorough. Many service projects are emotionally demanding and therefore all participants should be prepared for the day ahead and given adequate time to discuss their feelings, reactions, etc., at the day's end.
3. Instructor participation helps show belief in the value of the work.

* 4. Students and staff are not permitted to use potentially dangerous tools unless proper instruction has previously been given. An instructor must always be present to supervise the use of such tools.

B. PRESENTATION

1. PHILOSOPHY: Service is an integral part of the Outward Bound philosophy, which is expressed most clearly through continuing emphasis during the course; e.g. cleaning up an old campsite while on expedition.
2. SERVICE: Each Standard Course crew will have at least one day designated for service.

* 3. CLOTHING: Crews will be briefed on the proper clothing to be worn in the cases of a rescue call, forest fire call or a service

SERVICE Finished ..

project involving heavy tools. Students should attempt to be clean and tidy when visiting hospitals, childrens' homes, etc.

4. PUBLIC RELATIONS: Emphasize the importance of the public relations work they, as students, do for the school.

Range of Service Projects:

1. Unscheduled rescue or forest fire call.
2. Scheduled forest improvement projects.
3. Community service projects.
4. A day working with a group from an institution or organization.

Refer to either the Green Cove or Tablerock Service Project Book for more specific ideas on what is available as a service project.

***

☐ SOLO

PURPOSE

1. To provide an individual an opportunity to discover his/her degree of:
   - a. Independence and self-sufficiency
   - b. Versatility and initiative
   - c. Patience and stamina
2. To provide an opportunity for an extended period of solitude for:
   - a. Reflection
   - b. Introspection
   - c. Meditation
   - d. Appreciation of nature
3. To provide a contrasting change of pace, which also permits time to rest prior to final expedition.

TEACHING OUTLINE

A. INSTRUCTOR CONSIDERATIONS

* 1. There will be 2 instructors on solo watch at all times and placed in such a manner as to provide maximum security to students.

* 2. Solo areas must be approved by the Course Director.

* 3. The instructors will draw a sketch map of the sites and names of the students.

4. Try to use solo areas in conjunction with expedition routes to avoid excessive vehicle travel.

5. Arrive at the area early enough in the day (before 2 p.m.), so that students have time to be briefed in a relaxed atmosphere as to the purpose of solo.

6. Your presentation should be one of suggested objectives but it is up to the student what to make of it. Let them develop their own expectations.

SOLO Continued ..

7. An appropriate reading helps set the tone.
8. Most students will not have spent time alone without distractions. Students with particular fears or problems should be placed closest to the solo watch camp and told to come back to the camp if they have to, rather than disturbing a crew mate.
9. Set students out with enough space to guarantee solitude, but close enough to facilitate monitoring.
10. Students will be issued minimum food for solo and the necessary equipment for extreme conditions.
11. Allow time at the end of solo for individual and crew debriefings.

B. PRESENTATION

* 1. LENGTH: Solo will not exceed 3 days and 3 nights.

* 2. CHECKING: There will be a check of students at least every 24 hours and more frequently if conditions require. Checking procedures must be clearly specified to students.

* 3. SOLO BRIEFING: Students must receive a preparatory briefing which includes:

a. The boundary of their area.

b. The location of the solo watch camp.

c. The emergency procedures:
- go to the nearest Outward Bound staff if possible
- otherwise go to the nearest person for help
- use your whistle

* 4. USE OF WHISTLE: Each student will keep their whistle with them at all times and as a last resort in the case of an emergency will blow 3 short blasts at minute intervals. Those hearing the signal will reply with a group of 6 blasts at minute intervals and leave their solo site to provide help. The distressed student continues to signal until the rescuers reach him/her.

SOLO Finished ..

* 5. NEIGHBORS: Each student will know who and where his/her neighbors are and alert them if approached by strangers. If asked what a soloist is doing, the safest reply is simply "Waiting for a friend."

* 6. NO SWIMMING: Swimming will not be allowed on solo.

7. READING MATERIAL: No reading material will be taken on solo.

8. FIRES: Fires will not be allowed during the summer and in winter only if students have been instructed in the safe and proper use of fires.

9. ENVIRONMENTAL IMPACT: Stress minimum impact on the area.

10. JOURNALS: Encourage students to keep a journal while on solo and provide extra paper if needed.

* 11. LIGHTNING: If on a ridge, shelters must be constructed away from overlooks and exposed caves because of the danger of lightning.

12. EQUIPMENT: Each student will be issued the following equipment:

    Pack
    Poncho
    Sleeping bag
    Ground cloth
    Canteen
    Whistle
    Flashlight
    Personal iodine bottle
    Journal and pencil
    Adequate clothing

13. SOLO PACKETS: Some students may want to fast but encourage them to eat at least on the last day. Solo packets with food containing 3,000 calories, will be issued to each student.

***

☐ WHITE WATER ACTIVITIES

PURPOSE

1. To provide a different natural environment that challenges the individual and the crew.
2. To develop skill in an historic form of wilderness travel.
3. To provide a pleasurable change from hiking and backpacking.
4. To provide one-to-one interaction between crew members.

TEACHING OUTLINE

A. INSTRUCTOR CONSIDERATIONS

1. The Nantahala Outdoor Center will provide instructors for the canoeing and rafting segments of the course. These instructors will outline all safety procedures involved in running the river and will teach the necessary skills. HOWEVER, the NCOBS instructors are still responsible for the safety and welfare of their crew and have the final say in all safety related matters. It is important that NCOBS and NOC instructors communicate openly and effectively with each other, at all times keeping in mind what is best for the crew. If the NOC instructors have not covered a particular point, it is your responsibility to ask them to do so, or to present it yourself.

* 2. Prior to each activity the safety procedures will be reviewed with students.

* 3. All white water areas we use will have been reconnoitered by ourselves or NOC to establish:

    a. The technical difficulty and objective danger.
    b. The level of water at which we will run the river - minimum and maximum.
    c. The length of time needed to complete the trip.
    d. The student/instructor ratio.
    e. The emergency procedures and accessibility of help.
    f. The equipment required.

WHITE WATER ACTIVITIES Continued ..

* 4. There are some rapids we do not run with students on the Chattooga River:

Rafting - Sock'em Dog; Section IV

- Woodall Shoals (the hydraulic); Section IV

Canoeing - Bull Sluice; Section III

5. Some students are very ill at ease in or on the water. For the apprehensive ones, gaining some comfort in this area, however slight it may appear to us, will be an incredible experience in confidence building.

* 6. We do not run Section IV of the Chattooga if the water level is above 2.5'.

* 7. The NOC will always provide a safety boat on Section IV of the Chattooga.

B. PRESENTATION

* 1. SAFETY TALK: Stress that water activities are potentially dangerous. The safety talk must include the safety policies listed below.

* 2. ARTIFICIAL RESPIRATION AND HYPOTHERMIA: Students will be instructed in artificial resuscitation and recognition and treatment of hypothermia before going on the river.

* 3. SWIM POLICY: Determine the swimming ability of students by asking about their previous experience. Students may only dip in still pools of water when there is no current near the pool and when the depth does not exceed waist level. We do not allow swimming except under the following circumstances:

a. While wearing a personal flotation device (PFD).

b. During the Swimming Ability Test (Everglades).

Note: All swimming or dipping must be supervised by a properly qualified staff member.

* 4. LIFE JACKETS: Life jackets will be worn when engaged in all white water activities. Students may remove their life jackets while paddling across Lake Tugaloo if the weather conditions are favourable i.e. no strong winds, good visibility, water not too cold. Non-swimmers must keep their life jackets on during the Tugaloo paddle.

* 5. HELMETS: Suitable helmets will be worn when a danger of head injury exists.

6. CLOTHING: Adequate warm clothing must be taken on the river e.g. a wool sweater or paddling jacket. Shoes must be worn while on or in the water.

7. PRACTICE:
   - a. Inspecting and fitting a life jacket.
   - b. Feeling the power and coldness of the river.
   - c. The rapid swim position with and without the boat. Emphasize relaxing in the current.
   - d. Capsize, overboard and self rescue procedures.
   - e. Boat handling: strokes, maneuvers, body positions, etc.
   - f. Water reading.

* 8. LEAD AND SWEEP BOATS: Lead and sweep boats will be designated. The lead boat will not be passed and the sweep boat will not pass any boat and will carry the first aid and repair kits.

* a. Rafting: A NOC or NCOBS instructor will be assigned to each raft on Section III of the Chattooga but once the necessary skills have been taught, students may guide on this section. There will be a NOC guide in each raft on Section IV of the river.

b. Canoeing: Students will not paddle with instructors unless the safety of the student or the group is in jeopardy, or the student is sufficiently upset that the river is becoming a negative experience.

Groups will remain together, re-grouping after each rapid.

The buddy system will be used.

WHITE WATER ACTIVITIES Finished ..

* 9. SWAMPING: All craft will be able to support the crew when swamped and will not be overloaded.

* 10. STAFF MUST RECONNOITER: Staff members will reconnoiter rapids before students go through.

11. THROWING LINE: Students will be trained in the use of a throwing line.

12. DECISION MAKING: At each major rapid, the crew will identify obstacles and the current and propose a route.

13. GEOLOGY: Discuss the geology of the river with students, as interest or time indicates.

NOTE: For information relating to the water activities during the Everglades Course refer to The Planning Guide for NCOBS Courses in Southern Florida.

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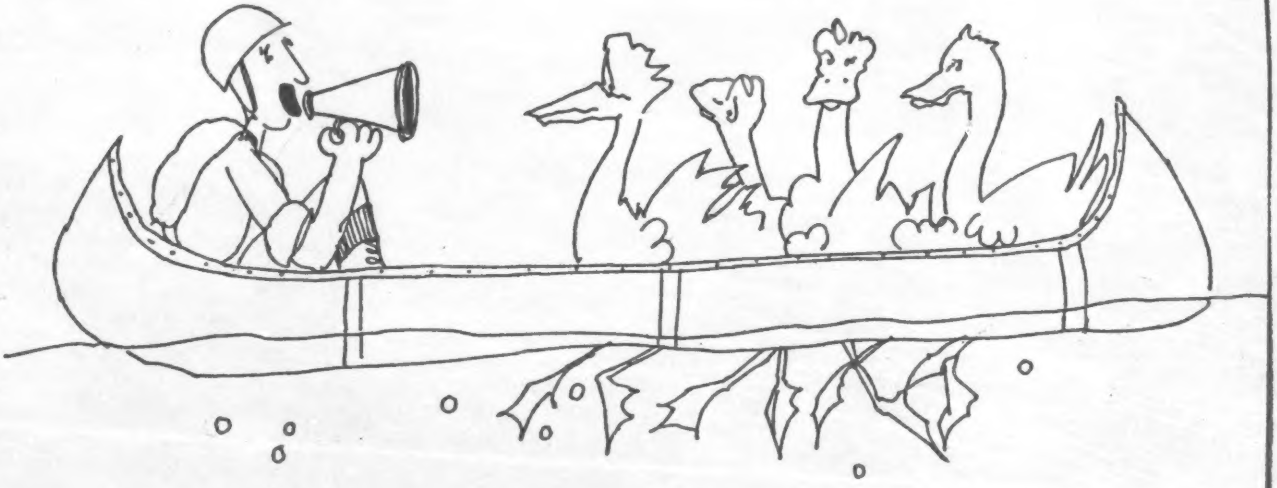

☐ ZIP WIRE

PURPOSE

1. To assist students in coming to terms with the natural fear of height

2. To require a commitment from the student.

TEACHING OUTLINE

A. INSTRUCTOR CONSIDERATIONS

* 1. Instructors must be familiar with the zip wire procedure before taking a crew on the event.

* 2. There will be one instructor in the brake area and one instructor in the tree. The instructor in the tree will be clipped in at all times.

3. There will be instruction sheets posted in the tree and at the brake area for instructors to follow.

4. Equipment: a. Two 75' ropes are necessary for retrieving the trolley. One may be the crew expedition rope and the other will be found at the brake area.

   b. Helmets will be checked out from the climbing hut.

B. PRESENTATION

* 1. EQUIPMENT: Helmets must be worn during the activity. Discuss the proper use of helmets, sling ropes and carabiners.

2. CLOTHING: Tennis shoes are recommended and all sharp objects must be removed from pockets.

3. INVERTED WOMB TOMB: Explain how to travel through the Inverted Womb Tomb.

4. LEAVING PLATFORM: Instruct students to hang limp. Do not lunge off the platform but slide off slowly, keeping feet together.

* 5. PROCEDURE AT BRAKE: Describe to students the procedure for operating the brake area (refer to instructions posted on the tree).

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CONCLUSION

What lasting value can be achieved in three weeks time?

Kurt Hahn's response was a quote from Charles Dickens' Great Expectations.

> *That was a memorable day to me, for it made great changes in me. But it's the same with any life. Imagine one selected day struck out of it and think how different its course would have been. Pause, you who read this, and think for a moment of the long chain of iron or gold, of thorns or flowers, that would never have bound you but for the formation of the first link of one memorable day.*

And in his own words -

> *OUTWARD BOUND can ignite - that is all - it is for others to keep the flame alive.*

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INDEX

Accident 31
  Emergency Procedure 37
Accident Incident Report 50,51,98
  Definitions 51
Activities 64
Administrative Procedures 28
Age, students 5
Alcohol 5, 46
Anaphylactic Shock 103
Anxiety 10
Assumptions 7

Beam 112
Bearings 120
Belaying 135
Bicycling 66
  Camping 72
  Equipment 69
  Maintenance 70
  Procedures 67
  Safety 67
  Service 72
Bins, gear 42
Blisters 100
Bouldering 132
Breaking Camp 77
Bushwhacking 88

Callout 33, 124
  Signal 124
Campcraft 73
  Breaking Camp 77
  Camp Sanitation 74
  Cold Weather Sleeping 76
  Cooking 75
  Firebuilding 74
  Personal Hygiene 76
  Shelter Building 76
Camping, bicycling 72
Canoeing 65, 150
Caving 65, 78
  Equipment 81
  Horizontal 78
  Resource Books 83
  Staff Expeditions 83
  Vertical 81
Certificates 63
Cliff Evacuation 33, 125
Clothing
  Expedition 87
  Firefighting 40
  Rescue 34
Cold Weather Sleeping 76
Commitment 8
Communication 109
  Effective 9
  Feedback 18, 19
  Interpersonal 8
  Listening Skill 17
Compass 119
Competence of Crew 13
Contours 118
Cooking 75
Counseling, techniques 16
Course Director's Report 6, 60
Course Impression Statement 56
Course Questionnaire 53
CPR 98
Crew Equipment List
  Rescue 34, 125
  Firefighting 40
Crew Journal 115
Critical Situations 99

Damaged Equipment 43
Debriefing 87, 89, 90, 148
Declination 120
Dehydration 93
Delinquents 25
Diarrhea 100
Dietary Needs 93
Dipping 144, 149, 151
Dip Pool 142
  Green Cove 143
  Tablerock 143
Doctor's Report Form 51
Driving 30, 62
Drugs 5, 46
Duty 44

Early Departures 47
Ecology 84
Elements of Outward Bound 8
Emergency Care
  Standard Procedures 99
Emergency, duty crew 44
Emergency Information Report 32,34,98
Emergency Medication 41
Emergency Procedures 28,31,88
  Accident 37
  Death 31
  Notification 31
Environment Awareness 9
Equipment
  Bicycles 69
  Caving 81
  Expedition 91
  Instructor Issue 42
  Lost, damaged 43, 92
  Mountain Rescue 34,125
  Orienteering 126
  Return 43
  Rock Climbing 134
  Ropes Course 140,141
  Solo 149
Equipment Lists
  Firefighting 39,40
  Rescue 34
Expeditions, students 9
Expedition 5,6
  Equipment 91
  Final 89
  Food 92
  Lightning 94
  Main 88
  Training 86
  Travel 65
  Weather 93
  Write-ups 60

Feedback 110
  Delinquents 26
  Ground Rules 18
Films 44
Fire Building 74
Fire Procedures
  Base Camp 39
  Crew Equipment List 40
  Forest Fire 40

First Aid 96,98
  Accident/Incident Report 98
  Blisters 100
  CPR 98
  Critical Situations 99
  Diarrhea 100
  Emergency Information Report 32
  Hyperventilation 101
  Infection 101
  Information Booklet 98
  Insect Stings 102
  Kit 98
  "Mountaineering First Aid" 98
  Non-critical Situations 100
  Orienteering 126
  Poison Ivy 103
  Room 44
  Snake Bite 103
  Tendonitis 105
  Tick Fever 106
Food
  Expedition 42, 92
  Solo 148, 149
Forest Fires 40
  Safety 41
Forms
  Accident/Incident Report 51
  Course Questionnaire 54
  Doctor's Report Form 52
  Instructor Course Critique 59
  Staff Evaluation 57

Group Development
  Peers 26
  Stages 22
Group Discussions 107,108
Group Dynamics 21
Guidelines, safety 65

Hahn, Kurt 1
Helmets 65,132,152,154
History of Outward Bound 1
Horizontal Caving 78
Huts 83
Hygiene 76
Hyperventilation 101
Hypothermia 151

Impression Statement 56
Individual Discussions 107,108
Infections 101
Initiatives
  Established 112
  Mobile 88,113
Insect Stings 102
Instruction
  4 Step Method 15
  Skills Method 15
Instructor/Assistant Relations 14
Instructor Checklist 42
  Course Critique 59
  Evaluation 57
  Gear Issue 42
  Reports 50
  Responsibility 12,65
  Roles 9, 12
  Student Ration 65
  Supervision 30
Interpersonal Effectiveness 8
Interviews 5
Iodine 87

Journals 6,114
  Rescue and Safety Procedures 115

Kitchen Duty 44

Lead Climbing 131
Learning Principles 15
Legal Problems 30
  Implications 30
Library 45
Life Jackets 152
Lightning 94,139,149
Listening Skills 17
Logistics Report 59
Lost Equipment 43

Magnetic Declination 120
Mail, students 43
Maps 42
  Care 117
  Features 117
  Orientation 119
Map and Compass 116
Marathon 6,123
Measurement, objectives 9
Medicals 42
Miscellaneous Billing 43
Mobile Initiatives 88
Motivation 12,13
Motor Vehicle Policy 48
Mountaineering 65
"Mountaineering First Aid" 98,99
Mountain Search & Rescue Practice 124
  Crew Equipment List 125

Name Games 107
National Standard Course Curriculum 5
Non-critical situations 100
North Carolina Outward Bound
  School 4
Notification, Emergency
  Procedures 31,65

Objectives 8
Office Procedures, Emergencies 38
Orienteering 126
  First Aid 126
Origins of Outward Bound 1
Outward Bound 4
Outward Bound Trust 4
Outward Bound Inc. 4

Peer Group 26
Personal Development 8
Personal Hygiene 76
Philosophical Assumptions 7
Phone
  Crew 43
  Staff 45
Pins 63
Poison Ivy 103
Private Property 62,88
Problem Solving 10,20
Procedural Guides 28
Process, the Outward Bound 10
Program Activities Report 59
Public Relations 62,146
  Caving 80

Rafting 65
Rappelling 6,137
Readings 6,128
Recycling 85
Reference Books 45
  Caving 83
  Rescue 125
  Rocks 138
Reports
  Accident/Incident 50,51
  Course Director's 60
  Doctors 52
  Expedition Write-up 60
  Logistics 59
  Program Activities 59
  Staff Evaluation 57
  Support Staff 59
Rescue 32
  Equipment List 34
  Practice 65,124
  Rock Climbing 33
  Simulations 125
Resection 121
Responsibilities of Instructor 12
River Crossing 129
Rock Climbing 6,65,131
  Belaying Practice 135
  Equipment 134
  Rappelling 137
  Rescue 33, 137
  Rocks I 132
  Rocks II 137
  Rocks III 137
  Rocks IV, Tablerock/Whiterock 138
Rocky Mountain Spotted Fever 106
Roles of Instructor 9,12
Rope, color coding 132
Ropes Course 65,139
  Equipment 140,141
  Green Cove 140
  Tablerock 140
Run and Dip 142
  Green Cove 143
  Tablerock 143
  Trail 144
Runaways 47

Safety
  Emergency Care 99
  Guidelines 65
  Policies 28,64,65
  Specialized Training 5
Statement of Principle 29
Sanitation 74
Search 5,32,44,65,124
Self-awareness 8,10
Self-esteem 10
Service 6,8,145
  Bicycling 72
  Clothing 145
Shelter Building 76
Sheriff 32,47
Simulations 97
Situations 97
Skills, acquisition 8
  Instructions 15
Smoking 5,46
Snake Bite 103
Solo 5,148
  Equipment 149
Spotting
  Bouldering 132
  Initiatives 112
Staff
  Caving 83
  Evaluation 57,58
  Information 45
  Lounge 45
  Phone 45
  Vehicles 45
Standard Procedures 28
Stress 8,10
Structural Fires 39
Student
  Mail 43
  Phones 43
Support Staff Report 59
Swimming 65,149,151

Tendonitis 105
Tick Fever 106
Topographic Map 116
Trail Food 42

Valuables, crews 42
Values 9
Vehicles 48
  Staff 45
Vertical Caving 81

Wall 112
Warehouse Procedures 42
Water 87
Water Activities 65
Weather 93
White Water 150
  Swim Policy 151

Zip Wire 154

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